

Point of View

By James Q. Wilson

IN THE 1960's, many people were optimistic that we knew how to keep young people from entering a life of crime. What we needed were better schools, more job training, and less discrimination. There are fewer optimists today. Although almost everybody is in favor of better schools, more jobs, and an end to racism, far fewer believe that progress in these areas will produce less crime.

At least three reasons exist for this skepticism. First, creating better schools, training better workers, and improving group relations require the same human qualities as avoiding crime—students interested in studying, workers willing to accept responsibility, and people willing to respect others. Second, habitual offenders usually start misbehaving at a very early age, often by the time they are in the third grade—too soon for them to be much affected by schools, jobs, and community relations. Finally, it is hard to build new schools, start new factories, or encourage neighborhood meetings in places where the fear of violent crime is high.

A number of scholars believe that the time has come to find some new answers to old questions. Since the most serious criminals tend to have been the most troubled children, it is vital to learn more than we now know about how at-risk children grow up. Whatever factors produce a career criminal—biological predispositions, family neglect, neighborhood disorganization, economic adversity—the shaping begins early in life.

Consider the family. Almost all scholars agree that problem children tend to come from problem families. But what causes the children's problems? Is a child neglected, abused, or treated inconsistently because the parents are neglectful, abusive, or incompetent, or because the child is temperamentally violent, hard to control, slow to learn, or some combination of these factors? And if the parents are to blame, are they neglectful or abusive because they are suffering from economic stress or because they are temperamentally ill-equipped for child rearing? If they are under stress, is it the result of factors that they cannot control, such as unemployment, or of ones that they can control, such as drug dependency?

At one time we thought we knew the answer to these questions: Children are wholly the product of their parents. But we now know that the child brings a great deal to the parent-child relationship, that many aspects of personality have genetic origins, and that some infants experience insults and traumas—ranging from lead poisoning to brain injuries—that make rearing them a challenge to even the most competent parents. Two children in the same family often turn out very differently. This casts great doubt on the notion that the shared environment of the children is the principal—or even a very important—factor in their development. What is going on here?

Or take early school experiences. Poor performance in school is one of the strongest correlates of delinquency. But what explains school performance? One possibility is that teachers label some children as troublemakers and slow learners and treat them in a way that becomes a self-fulfilling prophecy. Another is that children with low IQ's find school work boring and frustrating and turn to physical activity—including rowdy, violent activity—as an alternative source of rewards. A third possibility is that some children are hyperactive and antisocial long before they get to school; schooling may make matters worse, but only with great difficulty can it make them better.

Most of what we know about all these issues comes from "correlational" studies—scholarly snapshots taken at one point in time showing that there is an association between, say, IQ and delinquency. Some of



Scholars Must Expand Our Understanding of Criminal Behavior

what we know comes from longitudinal studies—in effect, motion pictures taken of the same children over several years.

But the correlational studies can tell us next to nothing about what causes what. For example, we may find that crime and unemployment are correlated, but we can't tell from this association whether unemployment causes crime, whether crime causes unemployment (as it would if people found drug dealing more profitable than work), or whether some common factor (such as impulsiveness or poor work habits) causes both crime and unemployment. And most of the longitudinal studies cannot tell us very much about causality because they did not begin when their subjects were young enough and did not involve a sufficient variety of measures, such as looking at early patterns of mother-child bonding.

Ideally, we need to follow some infants from birth through their formative years and subject them, their parents, and their neighborhoods to close scrutiny so that we might discover what factors—medical, biological, familial, or social—put some children at risk and what circumstances—such as good parenting, better nutrition, or early schooling—might reduce those risks.

Just such a study is now being developed by the Program on Human Development and Criminal Behavior, located at Harvard University's School of Public Health. Begun in 1988 after a series of earlier meetings and studies, the program aims to take the next giant step in expanding our understanding of crime by mounting, in two or more cities, a longitudinal study of the antecedents of criminality on a scale and with a depth never before attempted.

Since 1988, participants have been developing the intellectual rationale and research design for the studies. The research will have several important features. It will integrate biological, medical, psychological, and

sociological perspectives. The research subjects, totaling about 11,000, will be grouped into overlapping age cohorts, each of which will be followed for eight years. The first cohort will be a prenatal one; that is, its subjects will be pregnant women and—after they have given birth—their infants, who will be studied until age eight. The subjects will be drawn from a wide variety of communities within each city and will include both males and females.

By the year 2001 data will be available on the entire development process of a large number of criminals and non-criminals. (Because the age cohorts will overlap in what is called an "accelerated longitudinal design," the program will acquire within eight years information on people from birth to age 31.) Since criminality is not a highly specific syndrome, but rather an expression of a complex array of behavioral dispositions, the project will shed light on a host of related outcomes, including drug use, sexuality, accident rates, and educational and occupational attainment.

THE PROGRAM is directed by Felton Earls at the Harvard School of Public Health and co-directed by Albin Reiss of Yale University's sociology department. An advisory group of six criminologists and developmental scientists oversees the work of Dr. Earls and Mr. Reiss and that of a "core scientific group" of specialists from psychology, biology, criminology, and statistics. The cities where the longitudinal research will be carried out are being selected; then the principal investigators for each city will be named. From the outset, the John D. and Catherine T. MacArthur Foundation and the National Institute of Justice of the U.S. Department of Justice have supported the project.

Scholars with a variety of scientific and personal perspectives have been drawn into this project. A great deal of time, effort, and money has been spent trying to get to the starting line. Much more will have to be spent once data gathering and analysis begin. Some people may think that such an enterprise is too costly and too time consuming, given the present urgency of the crime and drug problems. "What we need," they will say, "is not more studies, but action. America can't wait until 2001 or later for answers."

Wrong. We can't afford *not* to spend the time and money. Our current crime wave started in the early 1960's. Since then the rate of violent crime has more than tripled. But despite 30 years of experience with high crime rates, we do not know much more about their causes than we did in 1960. We will have more crime waves in the future, and we are no better equipped to prevent those than we were to prevent the last one. The call for "action" is, in fact, little more than a call to repeat old slogans and follow old theories that have been found ineffective or that are still untested. We can cope with crime, more or less. We know how to hire police officers and build courts and prisons. Doing these things can make a difference, but not much more of a difference than they made in 1962 or 1972 or 1982.

It may turn out that a free society cannot really prevent crime. Perhaps its causes are locked so deeply into the human personality, the intimate processes of family life, and the subtle aspects of the popular culture that coping is the best that we can hope for. But we don't know that yet.

James Q. Wilson is professor of management and public policy at the University of California at Los Angeles, a member of the advisory group of the Program on Human Development and Criminal Behavior, and co-author, with Richard J. Herrnstein, of *Crime and Human Nature* (Simon and Schuster, 1985).

THE CHRONICLE
of Higher Education.June 17, 1992 • \$2.75
Volume XXXVIII, Number 41Quote,
Unquote

News Summary: Page A3

"A university is not like a spigot you can turn on and off."
The U. of California's David P. Gardner, on state budget cuts: A21

"The reason in America it's very important what 10 books freshmen will have to read, is because everybody knows they'll never read another book afterwards."
A French academic at a Sorbonne seminar on "political correctness": A37

"We're tired of being the filter instead of the pump."
A mathematics professor, on making calculus easier for students interested in a scientific career: A15

"People see me and immediately assume I'm on the track team. They ask, 'What sport do you play?' My response is, 'I'm on the art team.'"
A black fine-arts major at Boise State U.: A1

"For lack of a more felicitous term, I think of this venture as the 'Universal Journal Factory.'"
A professor, on a new outlet for scholarly publishing: B1

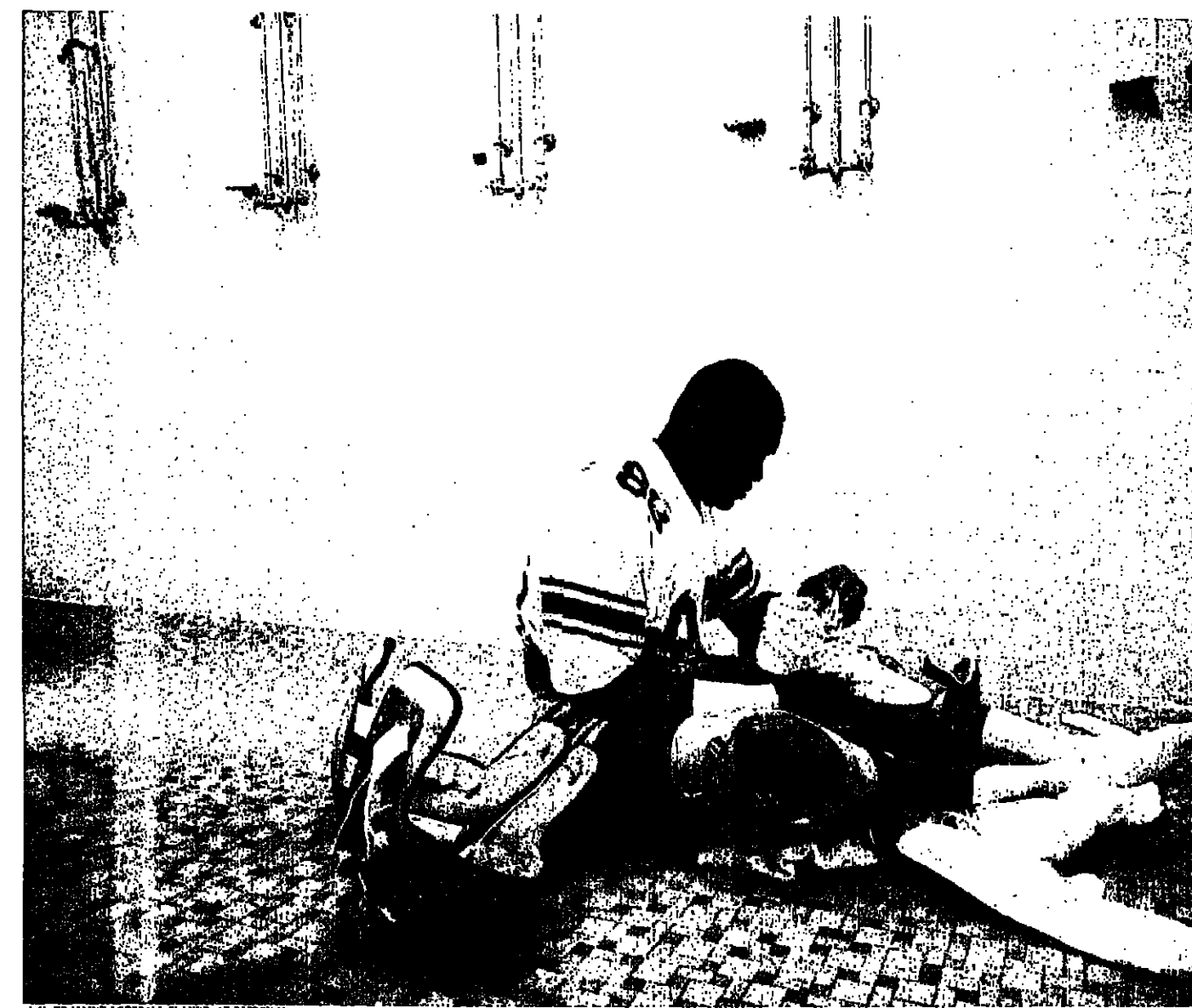
"It may be a lot easier logistically to get viable cells from an induced abortion. But this approach is a lot better than people scavenging around the back hallways of abortion clinics."
A professor of pediatric neurology, on fetal-tissue banks: A21

"You don't need to explain yourself in great detail when you're raising salaries and building buildings."
Michael I. Sovern, who is resigning as president of Columbia U.: A13

"Really, the thing we want most is just to act normal on campus."
A student at Bir Zeit U.: A36

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Blacks Make Up Large Proportion of Scholarship Athletes,
Yet Their Overall Enrollment Lags at Division I Colleges

By DOUGLAS LEDERMAN

Blacks make up nearly a quarter of all the scholarship athletes at 245 college and universities in Division I of the National Collegiate Athletic Association. In basketball, the figure is even more startling: 60 per cent of all the scholarship holders in men's basketball are black. Yet blacks constitute only 6 per cent of the full-time undergraduates at those institutions, a survey by *The Chronicle* has found.

At more than 100 of the 245 colleges, at least one of every five full-time, black male students in academic 1990-91 was an athlete. On 21 campuses, including private institutions such as Furman and Texas Christian Universities and the University of Richmond, and public ones like Northern Arizona University and the Universities of New Hampshire and Wyoming, more than half of the black male students were athletes.

Troubling Numbers for Many

And black students on most of the campuses were far more likely to be athletes than were their white counterparts. Fifteen per cent of the black males at Division I colleges—more than one in seven—were

scholarship athletes, compared with one in every 43 white males, or 2.3 per cent. (A Fact File with the enrollments of black athletes and other blacks at 245 Division I colleges begins on Page A31.)

Those numbers trouble many academics, experts on race, and other observers of higher education. Some say that colleges are sending destructive messages by appearing to show more interest in black athletes than in other blacks. Such disparities, they say, foster the stereotype that blacks are better suited to physical activities than to intellectual pursuits, and discourage young blacks who are not athletes by suggesting that it's easier to get to college if you play ball.

"Besides reinforcing stereotypes, it demoralizes students who really work at the

'Le Politiquement Correct'

At a Paris colloquium, French academics appeared convinced that "political correctness" would never surface in France—at least not in the way it has in the United States.

STORY ON PAGE A36

high-school level and who struggle, against tremendous odds, to maintain some sense of the dream that education is the way to rise and make one's way in this technologically advanced and increasingly literate society," says Harry Edwards, a professor of sociology at the University of California at Berkeley who has written extensively about race in sports.

Others say they wish colleges would recruit other blacks as aggressively as they chase black athletes, who often receive full scholarships and get special treatment in the admissions process. The answer, they say, is not to enroll fewer black athletes, but to intensify the recruitment of non-athletes.

Isolation and Resentment

Still others say colleges are doing a disservice to black athletes and black students alike by enrolling a high proportion of black athletes and lower proportion of other blacks. It leads to isolation for both groups, they say, and often to resentment between them.

"I know that young blacks may see this as a chance to get up and out, and if they

Continued on Page A30



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This Week in The Chronicle

June 17, 1992

Scholarship

HOW DO WE REMEMBER WATERGATE?

Twenty years after the drama that consumed the nation, a sociologist argues that Americans have conflicting interpretations of what happened: A7

A CASE OF FABRICATED RESEARCH

Harvard U.'s medical school is considering whether to discipline a third-year student who falsified data for a published paper that has since been retracted: A8

GRANTS FOR FETAL-TISSUE BANKS

The NIH moved ahead with the President's controversial plan, announcing a \$3-million program. But many researchers doubt that it will work: A21

Researchers inject DNA into woman with skin cancer: A7

Where will the wars of the future be waged?: A7

MacArthur Foundation names 33 fellows: A8

58 new scholarly books: A9

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THE COLLEGE PRESIDENCY: TOO TOUGH A JOB?

Some observers see more than coincidence in a spate of resignations by prominent chief executives: A13

CUNY LAWSUITS: ONE DECIDED, ONE FILED

A white professor has prevailed in a free-speech case against City College, which now faces a \$25-million action by its ousted black-studies chairman: A14

CONSENT DECREE ON BROWN U. HIRING IS VACATED

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DEAN, MAYOR, GAY ACTIVIST

The associate dean of students at the U. of California at Irvine is also Mayor of Laguna Beach and a highly visible homosexual: A5

ANALYZING 'LE POLITIQUEMENT CORRECT'

Academics in France discussed the emergence of what they consider a distinctly American phenomenon: A37

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When mandatory retirement ends, colleges will need a system of honest evaluations to identify unsatisfactory performance. Point of View: A44

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Universities hope to settle trademark dispute: A4

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World College West to close in August: A4

Harvard law students disrupt commencement: A4

Academy is sought to accredit traditional curriculum: A13

The 10-year contract that lasted a year: A13

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A study indicates that a widely used method of teaching calculus to minority students helps them not only to pass the course but also to stay in college: A15

A summer reading list causes a stir: A4

Xavier U. cuts some required theology courses: A14

Columbia U. lets undergraduates major in art: A14

Cabrini College sets community service for juniors: A14

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BRINGING THE UNSEEN TO LIFE

A computer animator has helped revolutionize the way mathematical concepts are taught through television and videotapes: A17

SETTING UP A UNIVERSAL JOURNAL FACTORY

Universities need to create a bridge between the libraries of today and the electronic campus-information systems of the future. Opinion: B1



Howard E. Gardner is part of a Harvard team using \$2.3-million from the Spencer Foundation, the fund's largest grant ever, to study how children learn: A28

Researchers tackle project to study earth's ecosystem: A17

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U.S. DELAYS RULES ON MINORITY AID

The Education Secretary won't issue guidelines on scholarships until the General Accounting Office has studied the issue: A21

DOUBTS ABOUT FETAL-TISSUE BANKS

The NIH announced a \$3-million grant program for the controversial plan: A21

MORE CUTBACKS FOR CALIFORNIA COLLEGES

The state institutions are preparing for a new round of big budget reductions in academic 1992-93: A21

CLASH OVER PELL-GRANT DEFICIT

Education Secretary Lamar Alexander urged Congress to pay for the program's deficit by denying grants to many students: A22

HEARINGS FOR ACCUSED SCIENTISTS

Partly in response to complaints from university researchers, the Public Health Service is changing the way it handles charges of scientific misconduct: A23



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Business & Philanthropy

FOCUS ON EDUCATION RESEARCH

■ The Spencer fund is the nation's only foundation committed solely to supporting such studies: A27

■ Three Harvard professors are using a \$2.3-million grant, the largest that Spencer has ever given, to study how children "really learn": A28

■ The foundation supports projects that examine learning at any point in a person's lifetime: A29

A library resorts to new fund-raising methods: A27

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Athletics

RACIAL DISPARITY IN ATHLETIC SCHOLARSHIPS

At 245 NCAA Division I colleges, blacks account for nearly a quarter of all scholarship athletes but only 6 per cent of all full-time undergraduates: A1

NEVADA'S LIMITS ON NCAA ARE STRUCK DOWN

A judge voided a Nevada law limiting the association's investigative powers and allowed it to proceed with its inquiry into UNLV's sports program: A35

BIG TEN PRESIDENTS VOTE FOR SEX EQUITY

The heads of the conference's 11 universities voted for a gender-equity plan and agreed to push for a cap on the size of teams in men's sports: A35

CUNY's Brooklyn College to drop its sports program: A30

Student center for Appalachian State U. is dropped: A30

Fact File: Black enrollment at 245 colleges: A31

International

A WEST BANK UNIVERSITY RETURNS TO CAMPUS

Four years after being shut down by the Israeli government, Bir Zeit U. has been allowed to return to one of its two campuses: A36

THE DECLINE AND FALL?

French scholars say the emergence of "le politiquement correct" is the result of Americans' inability to cope with the breakdown of their society: A37

MASS EXPULSION IN ZIMBABWE

The U. of Zimbabwe expelled its 10,000 students after weeks of protests against a tuition increase: A37

STUDENT ANGER IN CHILE

In the first outbreak of student unrest since the end of military rule in 1990, students on at least 10 campuses are protesting financial-aid policies: A38

Astronomers help colleagues in former Soviet Union: A38

Former secret-police chief gives to Ben-Gurion U.: A38

Arts

IMAGES OF GRIEF AND LOSS

More than 100 works by the German artist Käthe Kollwitz examine the force of human emotions: B44

Gazette

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Appointments and resignations in academe: A39

Deaths: A40

Calendar of coming events and deadlines: A40

MARGINALIA

Announcement from the Center for Asian and Pacific Studies at the University of Oregon:
SOUTHEAST ASIAN STUDIES
BROWN BAG TALK

125 CHILES
(PLEASE NO FOOD OR DRINKS
IN THIS ROOM)

"Empty brown bag talk?" a reader wonders.

News item in the Waterville (Me.)
Morning Sentinel:

"PITTSFIELD—As the vote nears on School Administrative District 53's \$6.1 budget, an idea continues to surface that promises to save the district money...."

Anything to get rid of that pesky extra dime.

Headline on a news release from York University, Ontario:
ORANGUTANS TO RECEIVE CREDIT
DURING CONFERENCE
OF PRIMATOLOGISTS
They're sitting in as auditors?

A memorandum at Florida Agricultural and Mechanical University cites this new dress policy:

"Normal business attire (coat and tie / dress or suit)...."

We hate to admit it, but we fit the bill.

Memorandum from the Asian Division of the University of Maryland:

"For the Term V schedule cover, we are strongly suggesting that you use blue ink on white paper. All promotional materials for Term V are in this color scheme. Remember the object is to have everything look the same...."

"We are using blue this term to target men. As we have mentioned in the past it is one of their favorite colors. Blue signifies emotional tranquility, rest, relaxation, and recuperation—a message that goes well with the final term of the year."

"As people at your base see book bags, posters and schedule covers all with the same look, we will, in advertising terms, 'increase the number of impressions.' The more impressions we make, the more we will increase our 'top of mind awareness' and the more people will enroll."

Sure, sure.

Headline in *The Daily Utah Chronicle*, the newspaper at the University of Utah:

U. PRESIDENT PROMISES
FUTURE IMPROVEMENTS
IN INAUGURATION SPEECH
Sorry. It's now or never.

—C.O.

In Brief

Mascots rustle up
patent dispute

TULSA, OKLA. — Oklahoma State University and the University of Wyoming are hoping to settle a three-year-old trademark dispute over their Pistol Pete mascots.

The mascots of the institutions—both home to "the Cowboys"—are virtually identical, except that the bowlegged gunfighter from the Old West wears orange and black duds at Oklahoma and brown and yellow at Wyoming.

Both universities filed a trademark application with the U.S. Patent and Trademark Office in 1989. Oklahoma State has been granted a patent. Wyoming's application is pending. Officials at both institutions say they would like to settle the confusion out of



U. OF WYOMING



OKLAHOMA STATE U.

court. One proposed settlement would allow each university to display and sell products with its mascot only in certain regions of the country. New Mexico State University, which has a maroon-

and-black Pistol Pete mascot, has not been involved in the dispute. According to experts in such things, as many as 20 other high schools and colleges may have Pistol Pete as their mascot.

College reading list
causes controversy

NEW LONDON, CONN.—Connecticut College's traditionally time summer reading list caused stir this year when Camille Paglia's book, *Sexual Personae: Art and Decadence From Nefertiti to Emily Dickinson*, was included. Frederick S. Paxton, head of the 10-member committee that selected the books, said the college had started summer-reading lists three years ago to create a sense of community among students and faculty and staff members. But some professors balked at Ms. Paglia's book, which has been criticized by many feminists. To quell the controversy, the committee added another



book: Susan Faludi's *Backlash: The Undeclared War Against American Women*. The two will be read and discussed in tandem. Ms. Paglia could not be reached for comment.

World College West
to close in August

PELATUMA, CAL.—World College West, a small institution that ran up a \$4-million debt as its enrollment dwindled, announced last week that it would close in August. About 85 students and 35 faculty members, administrators, and other employees will be affected. The college was founded with an emphasis on international education and claims to be the only accredited institution in the nation that requires students to study abroad in a non-Western culture.

Correction

Because of incorrect figures supplied by the American Association of University Professors, a table of 1991-92 faculty salaries (*The Chronicle*, April 22) included two incorrect figures for Judson College. Salaries averaged \$37,400 for professors and \$33,900 for associate professors.

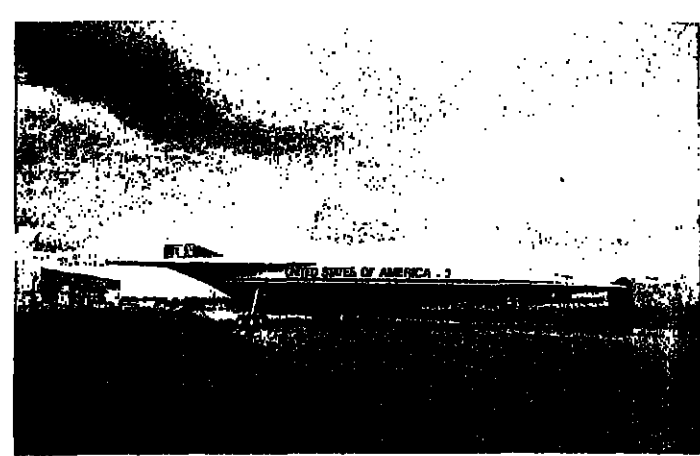


PHOTO BY PAUL L. MISSISSIPPI STATE U.

Students build 5,000-pound plane

MISSISSIPPI STATE, MISS.—A group of 37 students and 3 professors at Mississippi State University have completed a 50-foot-long, 5,000-pound mockup of the National Aerospace Plane, a government plan for a craft that can fly into orbit.

The students got the chance to build the plane when they won a

competition sponsored by the National Aeronautics and Space Administration and the Department of Defense. They built the model (above) in 103 days. The government is just in the developmental stages with the real National Aerospace Plane, which will test the use of conventional runways for take off into orbit.

Church-state issues
questioned in Idaho

MOSCOW, IDAHO—Elisabeth A. Zinser, president of the University of Idaho, has decided that employees who volunteer to teach in local schools may obtain one hour of paid leave a week, even if the schools are church-related.

In April, Ms. Zinser instituted a policy granting paid leave to employees who volunteered, but only at non-religious schools. Some faculty and staff members complained that the policy was discriminatory.

After consulting with a local law firm, Ms. Zinser decided that if the university framed the policy in terms of service to children, rather than to schools, it would not be in violation of Idaho's constitutional separation of church and state.

Princeton eating clubs
and fight against women

PRINCETON, N.J.—A 13-year-old legal battle over all-male membership policies at two eating clubs at Princeton University has ended.

In 1979, Sally Frank, then a Princeton student, filed a complaint against the Ivy Club and the Tiger Inn, claiming that they discriminated against women. The complaint led to several court decisions, including a 1990 New Jersey Supreme Court ruling that forced the clubs to admit women. Both clubs filed a lawsuit in U.S. District Court, charging that the state and Ms. Frank had denied them freedom of association.

This month the clubs agreed to drop the suit, follow the state's ruling, and pay part of Ms. Frank's legal fees.



RAY JACOB, NORTHEAST MISSOURI STATE U.

Students pitch in to keep campus clean

KIRKSVILLE, MO.—Northeast Missouri State University is waging that not all college students are slobs. Paced with a tight maintenance budget, the institution's president, Russell O. Warren, has asked students to "adopt" rooms on the campus and keep them

clean. Eight student groups have signed on. Members of the university dance team, including Rene Whittenburg (standing) and Kim Seidel, offered to scrub the dance studio each week. The university will hang plaques in each room to honor the volunteers.

PORTRAIT

The Dean Who Is a Mayor and a Gay Activist

By LAWRENCE BEMILLER
LAGUNA BEACH, CAL.

The cities of Irvine and Laguna Beach mark opposite ends of Southern California's urban-genuineness spectrum. Irvine is the sprawling stucco-and-plasterboard fantasy of a property-development company that has made the scrubland bloom with cul-de-sacs and office parks; Laguna Beach, its narrow streets lined with colorful cottages, is a turn-of-the-century artists' colony that grew up to be a wealthy beach town with a social conscience. And Robert F. Gentry has one foot in each.

In Irvine, where he has worked since 1970, Mr. Gentry is associate dean of students at the University of California's 16,000-student campus. In Laguna Beach, a 15-minute drive away, he is Mayor. In both, he is openly homosexual: He's one of the university system's most visible gay employees, and he's the only openly gay elected official in Orange County.

New Domestic-Partners Law

This spring Mr. Gentry signed into law a domestic-partnership ordinance that will allow gay and lesbian couples, among others, to register with the city and seek some of the legal protections that married heterosexuals enjoy. He says the law is one of the broadest in the nation—this is a county known as a bastion of conservatism. At the university, he is working to add a formal Gay and Lesbian Student Services program to those he oversees for women, veterans, disabled students, and others.

He is also busy with other projects. He's trying to complete Laguna Beach's purchase of a 2,100-acre wilderness on which the Irvine Company had planned to build 3,300 homes, and he is seeking marine-sanctuary status for a stretch of coastline to protect it from oil drilling. As a politician, he says, he's as interested in the environment, land use, and transportation as he is in human rights.

Not that Mr. Gentry ever expected to be interested in anything political. As a young member of the university's student-affairs staff in the 1970's, he didn't say much about being homosexual. "I was very much in the closet," he says.

He moved to Laguna Beach in 1972—in those days it was cheaper than Irvine—and got involved in politics by accident: "I was trying to save two 100-year-old pine trees next to a house I was living in—they were going to be cut down by a developer. We organized the neighborhood, and then one thing led to another." He was elected to a four-year term on the city council in 1982, and has been re-elected twice. Each year the council chooses one of its five members to serve as Mayor; this is Mr. Gentry's third turn in the job.

A 1983 *Los Angeles Times* article made his homosexuality a matter of public record. "It was a story about being gay in Orange County, and people kept telling the reporter to talk to me," Mr. Gentry says. "When I realized they planned to use my name, I had to think about



Robert F. Gentry: "My agenda for gay and lesbian rights is very basic—a safe environment and equal treatment."

that. But my lover said, 'Don't be ridiculous—we don't have anything to hide.' So I said o.k."

Mr. Gentry says the article "started to commit me to a level of activism I didn't really expect." People called him about this and that, and after then-Gov. George Deukmejian vetoed a state gay-rights bill, Mr. Gentry got angry.

"The Governor had said it was o.k. to discriminate, so we initiated our own gay-rights ordinance."

"Once I got over my own homophobia, I thought it was important to be out there doing what I could," Mr. Gentry says. "It's a role I enjoy—there's a real sense of purpose about it. My agenda for gay and lesbian rights is very basic: a safe environment and equal treatment."

Students Fear Disclosure

Mr. Gentry says he seeks not only physical safety for homosexuals but psychological safety as well. "We have our share of physical attacks, but the psychological oppression is horrendous," he says. He doesn't suggest that the campus is any more intolerant than the nation, but he says: "The majority of gay and lesbian students are fearful of disclosure, because nowhere has the university validated them, outreached to them. What we have to have is a gay and lesbian services center, a place to congregate and find support, counseling, and information."

Guaranteeing equal treatment, he says, is also difficult—even at the university. Gay couples are not allowed to apply for married-student housing, for instance. And because his health and retirement benefits do not extend to his lover, Mr. Gentry says, the university is effectively paying him much less

than it would if he were heterosexual and married. "I will serve this university as long as I am able," he says, "because I care very much for its faculty and its students. But I'm hurt and saddened that I'm treated differently than my heterosexual counterparts at one of the best universities in the country."

A Sound Truck Out Front

In politics, too, Mr. Gentry suspects he is treated differently: "As a member of a minority group, I think I'm judged more. I've had to work a lot harder to maintain my position." He knows he has critics. "I've had a sound truck out in front of my house saying, 'Faggot, get out of our community—you're spreading AIDS.' But you can't do what I'm doing and not expect that," he says.

Mr. Gentry admits that he'd like to serve in Congress, where he could get more involved in human-rights and environmental issues. But he says: "I'm not going to do symbolic things—I want to win. And I don't perceive that I'm electable beyond Laguna Beach."

He is proud of his 25,000-resident town, and not just because it has re-elected him twice since the *Los Angeles Times* article. He is proud of the shelters it has helped open for battered women, runaway teenagers, and homeless people, proud of the hospice for people with AIDS, proud of the commitment to helping others. He likes to tell the story of an 80-year-old woman who, a few years back, was taking care of a man, almost a stranger, who had AIDS. Asked why, she answered: "I live in Laguna."

Says Mr. Gentry: "It's heart-warming to serve a community like that."

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Scholarship



Michael Schudson: "When people think about what events had lasting significance, we need to look more subtly and not expect some obvious consequence to hit us in the face."

20 Years After Watergate: What Do We Remember?

A sociologist assesses conflicting recollections in a book that reflects a growing interest in collective memory

By Liz McMillen



A hearing by the Senate Select Committee on the Watergate case

For the first time, researchers are trying to treat a disease by injecting genes directly into the body.

This month, scientists at the University of Michigan Medical Center began injecting DNA into the tumors of a 67-year-old woman with metastatic melanoma, a fatal form of skin cancer. The scientists hope tumor cells will incorporate the genes, which are designed to produce a protein that will induce the immune system to attack the cells. "This approach marks a beginning: We have begun to use DNA as a drug," says Gary J. Nabel, an associate professor of internal medicine and biological chemistry at the university.

The experiment also marks the first time a gene-therapy experiment with humans has been conducted at a university. Past gene-therapy research has been performed at the National Institutes of Health.

At the NIH, scientists have taken cells from melanoma patients, mixed them with viruses that carry new genes into the cells, and then returned the cells to the patients.

University of Michigan scientists are also using gene therapy to try to treat a patient with a severe form of a disease that causes very high cholesterol levels. In that research, scientists surgically removed a piece of the patient's liver, genetically altered some of its cells, and infused the new cells back into the patient last week.

Where will the wars of the future be? One group of scholars thinks it has some answers to that question.

"We have established a solid case that environmental degradation in poor countries is contributing to severe conflict," says Thomas Homer-Dixon, coordinator of the Peace and Conflict Studies Program at the University of Toronto.

The center, together with the American Academy of Arts and Sciences, a scholarly society in Cambridge, Mass., conducted a three-year study of how environmental change has contributed to "acute conflicts," such as civil wars.

For the project, scholars worked on nine case studies and attended three workshops, including one in Washington last month.

Two potential hot spots that the scholars identified were China and the region around the Nile.

Vaclav Smil, a professor of geography at the University of Manitoba, says that land erosion in northwestern China, an area with little arable land and poor rainfall, could lead the peasants so far into poverty and hunger that they would revolt. Mr. Smil calls northwest China the "most eroded region on this planet."

In Africa, Charles Okidi, dean of the University of Kenya's School of Environmental Studies, predicts water shortages may spark future wars along the Nile and elsewhere.

The project plans to publish a book on its findings.

It has been called the greatest political story of the century. Beginning with a burglary and culminating in the resignation of a President in disgrace, the events that quickly became known as Watergate provided a captivating public drama that consumed the nation.

Today, 20 years later, some political commentators hold that Watergate has faded into a distant and dim curiosity and is not likely to have a significant impact on American politics. A survey several years ago showed that a third of all high-school students did not know that Watergate had occurred after 1950, and many associated it with a President other than Richard M. Nixon.

Visible and Lasting Marks

Do many people even think about Watergate anymore? Despite what appears to be a case of national amnesia, Watergate has left visible and lasting marks on the American psyche, argues Michael Schudson, a professor of sociology and communications at the University of California at San Diego. The question, he says, is not whether but how we remember the chain of

Continued on Following Page

20 Years Later, Scholars Assess Collective Memory of Watergate

Continued From Preceding Page
events that began when a security guard at the Watergate apartment complex in Washington telephoned the police early on the morning of June 17, 1972, to report an illegal entry. What aspects of Watergate do people recall? And which Watergate do we mean?

Those are some of the questions Mr. Schudson raises in his book *Watergate in American Memory: How We Remember, Forget, and Reconstruct the Past*, released this week by BasicBooks to coincide with the 20th anniversary of the break-in at the Democratic National Committee headquarters.

The author of previous books on the press and advertising and the recipient of Guggenheim and MacArthur fellowships, Mr. Schudson has not written a conventional work of political history. Instead, *Watergate in American Memory* is an attempt to show that Americans have multiple and sometimes conflicting interpretations of Watergate and that people use those views in different ways.

Differing Perspectives

Drawing on news reports, television programs, films, books, textbooks, and polls, Mr. Schudson examines the contest among differing perspectives and how each view endures today, coloring the nation's attitudes toward government, investigative journalism, and such recent events as the Iran-contra affair.

Watergate in American Memory reflects the rapidly increasing interest that scholars have in studying collective memory and how people construct and use what they remember. Scholars who plumb this terrain argue that myths can reshape our sense of the past as powerfully as fact. According to this analysis, societies construct and reconstruct their pasts rather

than record them, often manipulating the past to mold the present.

One of the best-known works on collective memory is Michael Kammen's *Mystic Chords of Memory: The Transformation of Tradition in American Culture*, published last year by Alfred A. Knopf. Mr. Kammen, a professor of American history at Cornell University, argues that what people believe to be true about their past is usually more important in determining their behavior and responses than the truth itself.

While studies of collective memory have proliferated in recent years, few scholars have turned their attention to Watergate. Many journalists have—so much so that when Mr. Schudson shared his plans for the book with the late Howard Simons, an editor of the *Washington Post's* Watergate stories, Mr. Simons's response was: "Not another Watergate book!"

"The most comprehensive scholarly study of the period is widely seen as *The Wars of Watergate: The Last Crisis of Richard Nixon*, published by Knopf in 1990. In that book, Stanley I. Kutler, a legal historian at the University of Wisconsin at Madison, argues that Watergate was a severe constitutional crisis, far more than the "third-rate burglary" that President Nixon and his supporters called it.

Documents Still Unavailable

As to why few historians have studied Watergate, Mr. Kutler noted in an interview that many documents are still unavailable to scholars. Mr. Kutler has filed two lawsuits to force the National Archives to release thousands of pages of Watergate documents.

Mr. Schudson agrees that historians may still be waiting for the release of crucial documents. "As for the social sciences, I think they're allergic to events," he said

in an interview. "For them, events pass. My argument is that events reside, too."

When Mr. Schudson began exploring the idea of using Watergate as a case study of collective memory, he was promptly warned off the subject. One friend told him the subject was too volatile and too important to use to illustrate something else.

Not a 'Watergate Buff'

Another friend told him that as a Jew, he should not write about collective memory without writing about Jewish collective memory. In fact, he considered exploring memory and the Holocaust—the subject of several recent and forthcoming books—but says he found the subject overwhelming.

He came to see that Watergate is useful for thinking about memory because it "resonates" and is still within the grasp of living memory.

And how does Mr. Schudson remember Watergate himself? "I was in graduate school at Harvard in the sociology department," he says. "I followed it like most Americans, but I didn't become a Watergate buff. I was working on my dissertation on journalism, law, and the notion of objectivity. I even called it at the time my 'Watergate dissertation.'"

What stuck with him most from that era was the image of the press pursuing wrongdoing at the highest levels of government, ultimately bringing down a President. The image of the *Washington Post* reporters Bob Woodward and Carl Bernstein in bold pursuit was his memory.

How much of that image is truth and how much myth? Mr. Schudson points out that the press as a whole did not pursue Watergate—at least in the beginning; *The Washington Post* did. Nor did journalists go unassisted. Many others, including federal prosecutors and Federal Bureau of Investigation agents, helped uncover Watergate. "What is most important to journalism is not the spate of investiga-

tive reporting or the recoil from it after Watergate, but the renewal, reinvigoration, and remythologization of muckraking," Mr. Schudson writes.

The mythologization of journalism is just one example of how Watergate resides in the American memory, Mr. Schudson says. Most interpretations of the event differ along political lines, he notes.

The liberal point of view sees Watergate as a constitutional crisis over Presidential abuse of power, and often issues a call for legislative reform. The conservative view, like the liberal, professes absolute faith in the Constitution but holds that "the system worked," that the way Watergate was handled reasserted the virtues of the nation's constitutional order.

A radical leftist view argues that President Nixon was made a convenient scapegoat, diverting attention from fundamental structural flaws in the American system. The radical right sees Watergate as a witch hunt engineered by Democrats and the liberal media.

Which account is the "truth"? All of them, Mr. Schudson argues. Watergate was both a "crisis" and a "scandal," and the failure to see it as both misses part of the picture. He writes: "So long as liberals and conservatives insist that Watergate was 'only' a constitutional crisis and not a scandal, they will not be speaking to people's full experi-

MacArthur Foundation Chooses 33 Recipients of 5-Year Awards

CHICAGO

The John D. and Catherine T. MacArthur Foundation has named 33 new MacArthur Fellows. They will receive five-year awards in amounts depending solely on their age.

Following are the fellows' names, ages, fields of endeavor, affiliations, and the total amounts of their awards.

Janet Beneshoff, 44, director, Center for Reproductive Law and Policy, New York; reproductive rights: \$280,000.

Robert Blackburn, 71, director, Printmaking Workshop, New York; printmaking: \$375,000.

Uta Blackwell, 59, mayor of Myersville, Md.; local government: \$350,000.

Lorna Bourg, 50, assistant executive director, Southern Mutual Help Association, New Iberia, La.; farm workers and rural poor: \$305,000.

Stanley Cavell, 65, professor of philosophy, Harvard U.; humanistic studies: \$374,000.

Amy Clampitt, 72, poet and essayist, New York; poetry and essays: \$375,000.

Ingrid Daubechies, 37, professor of mathematics and physics, Rutgers U.; applications of the wavelet transform to numerical data: \$240,000.

Wendy Ewald, 41, photographer and research associate, Duke U.; photography: \$260,000.

Irving Feldman, 63, professor of English, State U. of New York at Buffalo; poetry: \$369,000.

Barbara Fields, 45, professor of history, Columbia U.; history: \$280,000.

Robert H. Hall, 47, research director, Institute for Southern Studies, Durham, N.C.; Southern studies: \$290,000.

Ann Hanson, 57, independent scholar, Boston; philology and history: \$340,000.

John Holland, 63, professor of computer science, U. of Michigan; computer science: \$369,000.

Wes Jackson, 56, co-director, Land Institute (Salina, Kan.); sustainable agriculture: \$335,000.

Evelyn Fox Keller, 56, professor of women's studies and rhetoric, U. of California at Berkeley; women's studies: \$335,000.

Steve Lacy, 57, jazz musician, Paris; jazz: \$340,000.

Suzanne Leacock, 42, professor of social history, Rutgers U.; social history: \$265,000.

Sharon Long, 41, associate professor of biology, Stanford U.; biology: \$360,000.

Norman Maclean, 55, author and international fellow, Bard College; fiction and essays: \$330,000.

Paula Marshall, 63, professor of English and creative writing, Virginia Commonwealth University; writing: \$369,000.

Michael Massing, 42, free-lance journalist, New York; writing: \$270,000.

Robert H. McCabe, 62, president, Miami-Dade Community College; education: \$365,000.

Susan Meleias, 44, photojournalist, New York; photojournalism: \$275,000.

Amelia Mesa-Bains, 48, artist, San Francisco; art: \$295,000.

Stephen Schneider, 47, professor of climatology, Stanford U.; global climate research: \$290,000.

Joanna Scott, 71, assistant professor of English, U. of Rochester; fiction: \$215,000.

John T. Scott, 51, professor of fine arts, Xavier U. (I.C.); art: \$315,000.

John Terborgh, 56, director of conservation biology, Duke U.; biology: \$335,000.

Twyla Tharp, 50, choreographer, New York; choreography: \$310,000.

Uli Treisman, 45, professor of mathematics and mathematics education: \$285,000.

Laurel T. Ulrich, 53, associate professor of history, U. of New Hampshire; history: \$320,000.

Geerat Vernal, 46, professor of zoology, U. of California at Davis; zoology: \$285,000.

Gunther Wagner, 48, professor of biology, Yale U.; biology: \$245,000.

Publishing

Too hot to handle? That's apparently what a few scholarly presses concluded about a forthcoming book by Richard D. Mohr, a philosopher at the University of Illinois.

Despite rave reviews by outside referees,

Oxford University Press, Routledge, and the presses at Indiana, NYU, Temple, Yale, Illinois, and Minnesota all passed up Mr. Mohr's *Gay Ideas: Outing and Other Controversies* when it made the rounds last year. *Gay Ideas* examines the moral dilemmas facing the homosexual community and includes a critique of ACT-UP and an argument in favor of "outing."

But what inspired the most qualms was Mr. Mohr's essay deconstructing gay erotic art, accompanied by several photographs by Robert Mapplethorpe and drawings by Rex and Tom of Finland. According to Mr. Mohr, Illinois and NYU refused to publish the graphics; Minnesota was willing to publish the graphics but not the text unless changes were made; Routledge requested that the chapter with the graphics be dropped; and the others cited various reasons for rejecting the manuscript or never acknowledged that they had received a copy.

Columbia University Press also considered the book but eventually it too said No—this despite the fact that Mr. Mohr was general editor of Columbia's book series "Between Men, Between Women: Lesbian and Gay Studies." "I was turned down by my own series," he says.

Shortly after, Mr. Mohr resigned the editorship of the series, losing, he says, thousands of dollars in potential royalties. Ironically, just a month before *Gay Ideas* is released, Columbia will publish *The Homosexual Photograph* by Allen Ellenzweig, which also saw several rejections before landing at Columbia. A Columbia editor declined to comment on the matter.

Hot Type

Rutgers agreed to release *Gay Ideas*, but Mr. Mohr finally accepted an offer from Beacon Press. "The artwork doesn't present any problem for us," says Dan O'Connell, Beacon's publicity manager. The book is slated for release in November, and Beacon is touting *Gay Ideas* as one of two lead books for the fall. The Playboy Foundation has contributed \$1,000 to offset the costs of securing the rights to the graphics.

The whole episode has left Mr. Mohr feeling pretty steamed. You can't understand the gay male psyche, he argues, unless you understand the eroticists discussed in his essay. "The university presses abdicated their particular responsibility to make decisions with an eye to what is right, what is good, and what is challenging, rather than what is popular," he says.

Gay Ideas may have found a home, but it still hasn't found a printer. Five have declined to produce the book. "Beacon tells me not to worry, but I'll be relieved when they find a printer," Mr. Mohr says.

It's not exactly a supermarket tabloid, but things are getting so passionate in the "Proceedings and Addresses of the American Philosophical Association" that one letter writer in the June issue compares the journal to the "National Enquirer."

The June issue of *Proceedings*, due to be mailed next week, will contain nearly 30 pages of

letters to the editor about Clark University's Christina Hoff Sommers, whose scathing critiques of academic feminism have enraged feminist philosophers.

"There has never been a controversy with this kind of animosity in the association," says Robert G. Turnbull, chair of the Board of Officers of the APA and professor emeritus of philosophy at the Ohio State University.

Among those weighing in are three longtime Sommers foes: Sandra Lee Bartky of the University of Illinois at Chicago, Marilyn Friedman of Washington University, and Allison M. Jaggar of the University of Colorado. The letters are in response to a biting exchange between Ms. Sommers and Ms. Friedman in the January issue of the journal.

In the exchange in the June issue, each side accuses the other of intellectual dishonesty, of misunderstanding feminism, and of generally making people's lives miserable.

Ms. Sommers closes her letter by thanking Mr. Turnbull for overruling the APA's Executive Director, David A. Hoekema, and allowing her letter to appear. Mr. Hoekema earlier wrote, in the *Proceedings* and in a letter to Ms. Sommers, that the journal would abide by a "no responses to responses" rule on letters to the editor.

Mr. Turnbull and Mr. Hoekema both deny that Mr. Hoekema was overruled and say that they together decided to make an exception to the rule. Mr. Hoekema invites readers of the June issue to move on to other issues and to "carry on the discussion" about Ms. Sommers and feminism in other journals.

Ms. Sommers is ready to do that. She recently signed a six-figure contract with Simon & Schuster for her book on the future of feminism. Her deadline is next April.

Harvard Ponders Fate of Student Who Fabricated Data

By DAVID L. WHEELER

Harvard University's medical school is considering whether to discipline a third-year student whom scientists at the National Institutes of Health caught cheating in his research.

The student, Mitchell Rosner, and the NIH scientists with whom he worked stated in a retraction in the May 29 issue of the journal *Cell* that he had fabricated data for a paper published in *Cell* last year.

"Recent investigations have revealed that the experimental evidence supporting the conclusions of the paper by Rosner *et al.* has been fabricated by one of the authors (M.R.) without any knowledge by the others," said the retraction, which was signed by Mr. Rosner and three co-authors—Heinz Arnheiter, acting chief of the viral pathogenesis section at the National Institute of Neurological Disorders and Stroke; Ronald J. De Santo, an NIH researcher; and Louis M. Staudt, a senior scientist at the National Cancer Institute.

"We therefore retract this paper in its entirety," the statement add-

ed. "We sincerely apologize to anybody, within or outside the research community, who has been misled by this publication."

The retraction is winning praise for its clarity. "It's magnificent," said Drummond Rennie, a deputy editor of the *Journal of the American Medical Association* and an adjunct professor of medicine at the University of California at San Francisco. "That should be the norm," said Dr. Rennie, who is studying the value of retractions.

Fears of Libel Suits

Critics have complained that the corrections in scientific journals often read like puzzles that leave readers wondering how much they can trust an article. Dr. Rennie said he believed that journal editors of ten print retractions that hedge because of fears of libel suits. If not all of the researchers who worked on an article can agree on a retraction's wording, he said, one or more of them may sue a journal for hurting their professional reputation.

Dr. Arnheiter said he had begun

to be suspicious of Mr. Rosner's research when others could not repeat his results.

Dr. Arnheiter declined further comment on the matter but confirmed as correct an account in *The New York Times* that said Mr. Rosner had been caught falsifying an experiment. In the retracted paper, the scientists purported to have found a protein, and its corresponding gene, that they said was essential to a newly fertilized egg in proceeding to a fully developed embryo. Mr. Rosner's failure to use proper controls in the experiment gave his fellow researchers the false impression that only one molecule, which blocked the action of the gene, could stop embryo development, when in fact a whole range of molecules could also stop the progression to an embryo.

The associate dean for public affairs at Harvard's medical school, Suzanne Rauffenbart, said the school had named a committee to advise the dean, Daniel C. Tosteson, on Mr. Rosner's punishment. Mr. Rosner could not be reached for comment.

ence of Watergate; insofar as ultra-conservatives or radicals discuss Watergate as exclusively a scandal, and not a constitutional crisis, they will be talking to themselves just as hopelessly."

Mr. Schudson's argument that Watergate represents many things to many people might lead some to assume that it doesn't represent anything to anyone. That seems to be what Michael Kazin concluded in his review in *The Washington Post*. Although largely admiring of Mr. Schudson's book, Mr. Kazin, a historian at the American University, writes that the author did not convince him that Watergate has had either great or lasting impact on how social memory works in the abstract than about what difference the whole quarrelsome thicket of scheming and exposed has made in our national life. "Mr. Kazin writes.

On that point, Mr. Schudson acknowledges that his analysis does not fall on the radical, liberal, or conservative line. "I come down all over the map," he says. But urging people to think more about Watergate is not the point—or at least not the only point—of his book, he says. "When people think about what events had lasting significance, we need to look more subtly and not expect some obvious consequence to hit us in the face."

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate.

Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

The Cinematic Grit: The Ethnography of Jean Rouch, by Paul Stoller (University of Chicago Press; 272 pages; \$39.95 hardcover, \$16.95 paperback). A study of the French anthropologist and ethnographic film maker; explores the relation between his writings and films on the Songhay people of Niger.

Visayan Vignettes: Ethnographic Traces of a Philippine Island, by Jean-Paul Dumont (University of Chicago Press; 226 pages; \$39.95 hardcover, \$16.95 paperback). Combines a study of the lives of Cebuano-speaking farmers and fishermen on the Visayan island of Siquil with discussion of how the author's involvement in the culture shaped his role as an observer.

ARCHAEOLOGY

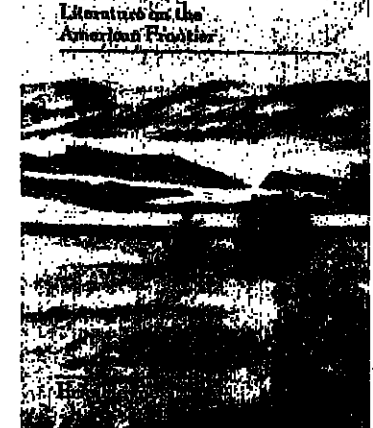
Prehistoric Cannibalism at Mesa Verde SMTUMR-2346, by Tim D. White (Princeton University Press; 488 pages; \$62.50). Presents evidence that cannibalism took place around A.D. 1100 at an Anasazi pueblo in southwestern Colorado; based on a comparative analysis of

human bones found at site SMTUMR-2346 and bones from animals used for food at other sites.

ART

Visual Polemics in Ninth-Century Byzantine Psalters, by Kathleen Corrigan (Cambridge University Press; 352 pages; \$90). Discusses three psalm books whose margins contain images that provide

DESERT GARDEN
MARCIN RANGE
Landscape for the
American Frontier



vide a visual commentary on the text; focuses on how the images defend Orthodox dogma and refute the claims of iconoclasts, Jews, and Muslims.

ASTRONOMY

High-Energy Radiation from Magnetized Neutron Stars, by Peter Meszaros (University of Chicago Press; 332 pages; \$98 hardcover, \$39.95 paperback). A work in astrophysics.

CLASSICAL STUDIES

The Edges of the Earth in Ancient Thought: Geography, Exploration, and Fiction, by James S. Romm (Princeton University Press; 256 pages; \$29.95). Explores Greek and Roman literary representations of the furthest perimeters of the earth; considers, for example, works that depict such regions as the homes of idealized human societies or bizarre animal life.

COMPUTER SCIENCE

The Reactive Keyboard, by John J. Darragh and Ian H. Witten (Cambridge University Press; 176 pages; \$44.95). Describes the development and application of a computer-based communications technology for the physically disabled; focuses on a system that speeds communication by predicting the user's next response.

ECONOMICS

The Ecology of Recently-Degraded Terrain: A Geosociological Approach to Glacier Forelands, by John A. Matthews (Cambridge University Press; 400 pages; \$120). Analyzes the interaction of geological and biological processes in the creation of degraded land.

ECONOMICS

Applying General Equilibrium, by John B. Shoven and John Whalley (Cambridge University Press; 304 pages; \$49.95 hardcover, \$22.95 paperback). Discusses the development and application of Walrasian general-equilibrium models in economics.

Maynard Keynes: An Economist's Biography, by John Maynard Keynes

HUMAN MORALITY
Samuel Scheffler



raphy, by Donald E. Moggridge (Routledge; 968 pages; \$37.50). Includes discussion of the English economist's extensive government career and his links

with such cultural circles as the Bloomsbury Group.

The Red and the Green: The Rise and Fall of Collectivized Agriculture in Marxist Regimes, by Frederic L. Pryor (Princeton University Press; 550 pages; \$59.50). A comparative study of the ideology, organization, and performance of collectivized agriculture in Eastern Europe and the third world; also considers the problems of privatizing such systems.

Soft Coal, Hard Choices: The Economic Welfare of Bituminous Coal Miners, 1890-1930, by Price V. Fishback (Oxford University Press; 296 pages; \$39.95). Analyzes labor-market conditions for bituminous-coal miners during the period.

EDUCATION

From Prayer to Pragmatism: A Biography of John L. Childs, by Lawrence J. Dennis (Southern Illinois University Press; 242 pages; \$27.50). An intellectual biography of a John Dewey disciple who was a prominent figure in education philosophy from 1930 to 1960.

The Mask of Benevolence: Disabling the Deaf Community, by Harlan Lane (Alfred A. Knopf; 310 pages; \$23). Describes the relationship between deaf people and the medical, scientific, and education establishment as one of colonization in which deaf language and culture are suppressed; argues, for example, that mainstreaming deaf children hinders their education.

FILM STUDIES

The Cinema of Federico Fellini, by Peter

Continued on Following Page

NEW SCHOLARLY BOOKS

Continued From Preceding Page
Bondanella (Princeton University Press; 392 pages; \$49.50 hardcover, \$17.95 paperback). Traces the career of the Italian film maker since his work as a cartoonist during the Fascist era; topics include the influence of popular culture, literature, and Jungian dream theory on his work.

Light Moving in Time: Studies in the Visual Aesthetics of Avant-Garde Film, by William C. Wees (University of California Press; 211 pages; \$35 hardcover, \$15 paperback). Discusses the version of human vision produced by the unorthodox manipulation of camera technology in avant-garde film making.

Peterson of Time: Mizoguchi and the 1930s, by Donald Kiriura (University of Wisconsin Press; 187 pages; \$30 hardcover, \$24.95 paperback). Analyzes the early work of the Japanese director Kenji Mizoguchi; focuses on *The Downfall of Oren*, *Naniwa Elegy*, *Sisters of the Glen*, and *The Story of the Last Chrysanthemum*.

FOLKLORE

Singing the Master: The Emergence of African American Culture in the Plantations

South, by Roger D. Abrahams (Princeton Press; 341 pages; \$25). Traces the origins of annual plantation corn-shucking contests in which blacks and whites were brought together and the former were encouraged to sing, dance, and tell stories; describes how slaves used such occasions as opportunities to ridicule their masters, and how their performance style influenced white culture.

HISTORY

Badr al-Din Lu'lu': Atabag of Mosul, 1211-1288, by Douglas Patton (University of Washington Press; 122 pages; \$12.95). A study of an adventurer who became *atabag* or protector to the Zangid dynasty rulers of Mosul (now a region in present-day Iraq), and later *de facto* ruler of the kingdom.

Between the Wars, 1919-39: The Cartoonists' Vision, by Roy Douglas (Routledge; 352 pages; \$29.95). Explores the social and political tensions of the interwar period as revealed in North American, European, and Asian cartoons.

Divine Patriot: The Life and Times of James Forrestal, by Townsend Hoopes and Douglas Brinkley (Alfred A. Knopf; 608 pages; \$30). Traces the government

career and troubled personal life of the public official who became the first U.S. Secretary of Defense in September 1947, resigned in March 1949, and committed suicide two months later.

In Pursuit of Gotham: Culture and Commerce in New York, by William R. Taylor (Oxford University Press; 280 pages; \$24.95). Describes the city's rise as a national and international center of culture.

Low Living and High Thinking at Modern Times, by Roger Wunderlich (Syracuse University Press; 288 pages; \$34.95). Discusses the brief (1851-1864) history of Modern Times, an experimental, libertarian community founded by the philosophical anarchists Josiah Warren and Stephen Pearl Andrews in the Long Island pine barrens.

Mirage-Land: Images of Nevada, by Wilbur S. Shepperson (University of Nevada Press; 190 pages; \$19.95). Uses diaries, historical documents, novels, promotional brochures, and other texts to explore images of Nevada from the 19th century to the present.

The Papers of George Washington: Confederation Series, edited by W. W. Abbott (University Press of Virginia). Volume 1: January-July 1784 (592 pages; \$47.50); Volume 2: July 1784-May 1785 (626 pages; \$47.50). The first two books in an eight-volume collection of Washington's papers from his second retirement at Mount Vernon during the years preceding his Presidency.

The Papers of Woodrow Wilson, Volume 68: August 2-December 23, 1920, edited by Arthur S. Link and others (Princeton University Press; 583 pages; \$57.50). Documents Wilson's role in the 1920 Cox-Harding Presidential contest.

Religion and Society in Russia: The Sixteenth and Seventeenth Centuries, by Paul Bushkovitch (Oxford University Press; 388 pages; \$39.95). Considers religious attitudes during a transitional historical period that saw a decline in monasticism, the rise of miracle cults, and the development of a more private faith.

A Woman's Civil War: A Diary With Reminiscences of the War, From March 1862, narrated by Minnie C. Gwin (University

of Wisconsin Press; 303 pages; \$49.50 hardcover, \$14.95 paperback). Edition of the diary of Cornelia Peake McDevitt, a Winchester, Va., woman who struggled alone to provide for her nine children during the Civil War.

LAW

Solicitors and Divorce, by Richard Ingelby (Oxford University Press; 288 pages; \$54). Examines how British solicitors interact with clients, each other, and court officials in divorce cases.

LITERATURE

Andrei Platonov: Uncertainty of Epiphany, by Thomas Sifitid (Cambridge University Press; 280 pages; \$59.95). Describes

Publishing

the influence of utopian thought on the work of the Russian writer who lived from 1899 to 1951.

The Art of Medieval French Romance, by Douglas Kelly (University of Wisconsin Press; 470 pages; \$65). Discusses "authorial interventions" that shed light on what Chrétien de Troyes, Marie de France, and other medieval French romance writers thought about their work.

Bodies and Machines, by Mark Selzer (Routledge; 248 pages; \$45 hardcover, \$15.95 paperback). Examines the association of nature and technology in the American cultural imagination; includes discussion of realist and naturalist writings from the 1850's to the 1920's.

Dear Women and Elk Men: The Lakota Narratives of Ella Deloria, by Julian Rice (University of New Mexico Press; 192 pages; \$22.50). Focuses on sexual themes in the Lakota Indian stories collected by the ethnologist Ella Deloria in the 1920's and 30's; also includes comparisons of Lakota narratives and Shakespeare's plays.

Desert, Garden, Margin, Range: Literature on the American Frontier, edited by Eric Heyne (Twayne Publishers; 182 pages; \$25.95 hardcover, \$12.95 paperback). Includes original essays on both "canonical" and "marginalized" works of literature about the frontier.

The Dynamics of the Metaphor: Field A Cognitive View of Literature, by Nicolae Babuts (University of Delaware Press; 184 pages; \$32.50). Combines literary, linguistic, and neuroscientific perspectives in a study of memory and the understanding of meaning in texts.

Faulkner's Subject: A Cosmos No One Owns, by Philip M. Weinstein (Cambridge University Press; 200 pages; \$42.95). Describes Faulkner's depiction of the process of "becoming oneself."

Harlem in Review: Critical Reactions to Black American Writers, 1917-1938, by John E. Bassett (Sussex University Press; 232 pages; \$36.50). Writers discussed include Claude McKay, Langston Hughes, Countee Cullen, Jessie Fauset, and Zora Neale Hurston.

Openings: Narrative Beginnings from the Epile to the Novel, by A. D. Nuttall (Oxford University Press; 272 pages; \$35). Considers the concept and character of beginnings in literary works, nature, and history.

Oppositional Voices: Women as Writers and Translators in the English Renaissance, by Tina Krontiris (Routledge; 160 pages; \$39.95). Examines the work of women writers during the late Elizabethan era, a period described here as hostile to female creativity.

A Reading of Edward Taylor, by Thomas M. Davis (University of Delaware Press; 240 pages; \$36.50). A critical study of the Scottish-born American poet and clergyman who lived from 1642 to 1729; focuses on changes in the direction of his work in series one of the *Preparatory Meditations*.

Reading Raymond Carver, by Randolph Paul Runyon (Syracuse University Press; 248 pages; \$24.95). Explores self-referential links between the works in the 20th-century American writer's short-story collections.

Re-Thinking Theory: A Critique of Contemporary Literary Theory and an Alternative Account, by Richard Freedman and Seumas Miller (Cambridge University Press; 278 pages; \$54.95). Theorists discussed include Louis Althusser, Jacques Derrida, Michel Foucault, and supporters of the New Historicism.

The Rites of Passage of Jean Genet: The Art and Aesthetics of Risk Taking, by Gene A. Plunka (Fairleigh Dickinson University Press; 360 pages; \$45). Describes "metamorphosis" as the central concept of the French writer's work, and draws on the theories of the anthropologist Victor Turner in an analysis of rites of passage in his dramas.

Scholarzade in the Marketplace: Elizabeth Gaskell and the Victorian Novel, by Hilary M. Schor (Oxford University Press; 236 pages; \$29.95). Topics include the English writer's literary apprenticeship; her relationship with the publishing market and with her editor, Charles Dickens; and her experimentation with the romance plot.

See Changes: British Emigration and American Literature, by Stephen Fender (Cambridge University Press; 300 pages; \$44.95). Describes expressions of a "psychology of emigration" in American literature; writers discussed include Jefferson, Cooper, Thoreau, Dos Passos, and Norman Mailer.

The Thought and Art of Joseph Joubert, 1754-1824, by David P. Kimloch (Oxford University Press; 256 pages; \$69). Traces the development of the French moralist's thought from the time of his work as secretary to Denis Diderot through his association with François Chateaubriand; argues that Joubert's

scrutiny of the act of writing anticipates the aesthetics of such authors as Stéphane Mallarmé.

PHILOSOPHY

Human Morality, by Samuel Scheffler (Oxford University Press; 150 pages; \$26). Develops a theory of the relationship between morality and the individual that bridges the gap between those who feel that morality should coincide with an enlightened self interest and those who view morality and self interest as diametrically opposed.

The Imaginary Museum of Musical Works: An Essay in the Philosophy of Music, by Lydia Goehr (Oxford University Press; 328 pages; \$39). Traces the emergence of the concept of a musical "work" and considers what it means philosophically, musically, and historically to discuss music in such terms.

Moral Responsibility and the Boundaries of Community: Power and Accountability from a Pragmatic Point of View, by Marion Smiley (University of Chicago Press; 286 pages; \$44 hardcover, \$17.95

paperback). Describes how people's concepts of blame or moral responsibility evolve out of their social and political point of view, and shapes their formulation of social problems.

The Philosophy of the Limit, by Drucilla Cornell (Routledge; 224 pages; \$45 hardcover, \$14.95 paperback). Focuses on issues of gender hierarchy in a study of the application of deconstructionist theory to questions of ethics, justice, and legal interpretation; includes comparative discussion of the theories of justice of Jacques Derrida and John Rawls.

Privacy, Intimacy, and Isolation, by Julie Inness (Oxford University Press; 157 pages; \$24.95). Explores legal and philosophical notions of privacy, including the question, for example, of whether privacy is morally or conceptually distinct from other interests.

POLITICAL SCIENCE

Engineers and Professional Self-Regulation: From the Finlinton Committee to the Engineering Council, by Grant Jordan (Oxford University Press; 320 pages;

\$72). Discusses the negotiation process that produced a chartered Engineering Council in Britain, and describes how the Thatcher administration attempted to shape the direction of the engineering profession.

US-Japan Alliance Diplomacy, 1945-1980, by Roger Buckley (Cambridge University Press; 256 pages; \$49.95). Traces the development of U.S.-Japanese relations in the post-war period.

PUBLIC POLICY

Why Airplanes Crash: Aviation Safety in a Changing World, by Clinton V. Oster, Jr., John S. Strong, and C. Kurt Zorn (Oxford University Press; 234 pages; \$24.95). Considers such topics as the safety record of commuter airlines in the post-deregulation era.

RELIGION

The Camphor Flame: Popular Hinduism and Society in India, by C. J. Fuller (Princeton University Press; 238 pages; \$45 hardcover, \$14.95 paperback). Topics include the relationship between

worship and sacrifice, the ritual power of goddesses and women, and the religious contexts in which unequal relationships between deities and humans or among humans themselves are expressed or denied.

SOCIOLOGY

Growing Up in Norway, 800 to 1990, by Floyd M. Martinson (Southern Illinois University Press; 268 pages; \$29.95). Examines the daily life for Norwegian children from Viking times to the present; focuses on how their care and supervision became a public concern.

Work and Democracy in Socialist Cuba, by Linda Fuller (Temple University Press; 296 pages; \$44.95). Discusses Cuban reforms in the area of work place democratization since the 1960's.

URBAN STUDIES

Madness and the City, by Ira Katznelson (Oxford University Press; 336 pages; \$39.95). A critical analysis of Marxist scholarship on cities and urban life over the past 25 years.

REQUESTS FOR PROPOSALS

AMERICAN COUNCIL OF LEARNED SOCIETIES COLLABORATIVES

Humanities Curriculum and Teacher Development Project

The ACLS Elementary & Secondary School Teacher Development Project strengthens the teaching of the humanities in the public schools through the support of public school teachers engaged in the development of curricular materials reflecting current and emerging understandings of the humanities at the post-secondary level. This is being done by means of the creation of a national network of public school teachers, college faculty members, and senior research scholars collaborating in workshops at selected major research universities. The sites selected for the 1992-93 school year were: San Diego (San Diego City Schools with the University of California, San Diego); Minneapolis (the Minneapolis Public Schools with the University of Minnesota); Los Angeles (Los Angeles Unified School District/Los Angeles Educational Partnership with the University of California, Los Angeles); and Cambridge/Brookline (with Harvard University).

Approximately one million dollars in grants will be divided among four new sites.

University/School District Collaboratives are invited to apply to ACLS by September 15, 1992 for support under this program. Those collaboratives selected as ACLS sites will include public school systems where teachers have significant curricular responsibility and major research universities wishing to develop continuing relationships with their area's schools.

ACLS will award one-to-one matching grants to each partner in the Collaborative:

- \$32,000 for the university-based workshop.
- \$120,000 for teacher release-time to participating districts.

In addition, ACLS will select and fund two post-secondary fellows (at up to \$45,000 each) from local liberal arts colleges to join in the workshop at each site.

Application Process

To request a complete project description and an application form please write to:

Education Office, American Council of Learned Societies
 228 East 45th Street, New York, NY 10017-3398

Funding for this program has been provided by the Pew Charitable Trusts, DeWitt Wallace-Reader's Digest Fund, and other donors.

In the administration of its fellowship and grant programs, the ACLS does not discriminate on the basis of age, color, creed, disability, gender, marital status, national origin, race, or sexual preference.

REQUESTS FOR PROPOSALS

U.S. Department of Energy
Research Opportunities in Radioactive Waste Management

Oak Ridge Institute for Science and Education, on behalf of the U.S. Department of Energy, Office of Civilian Radioactive Waste Management, invites qualified faculty members at historically Black Colleges and Universities (HBCU) to submit proposals for on-campus research in radioactive waste management. This program will support high-quality research proposals on important scientific or engineering problems related to the consolidation, packaging, handling, transportation, storage, disposal, and monitoring of spent nuclear fuel and high-level radioactive waste. All research under the HBCU Radioactive Waste Management Research program must relate to the site characterization study at Yucca Mountain, Nevada.

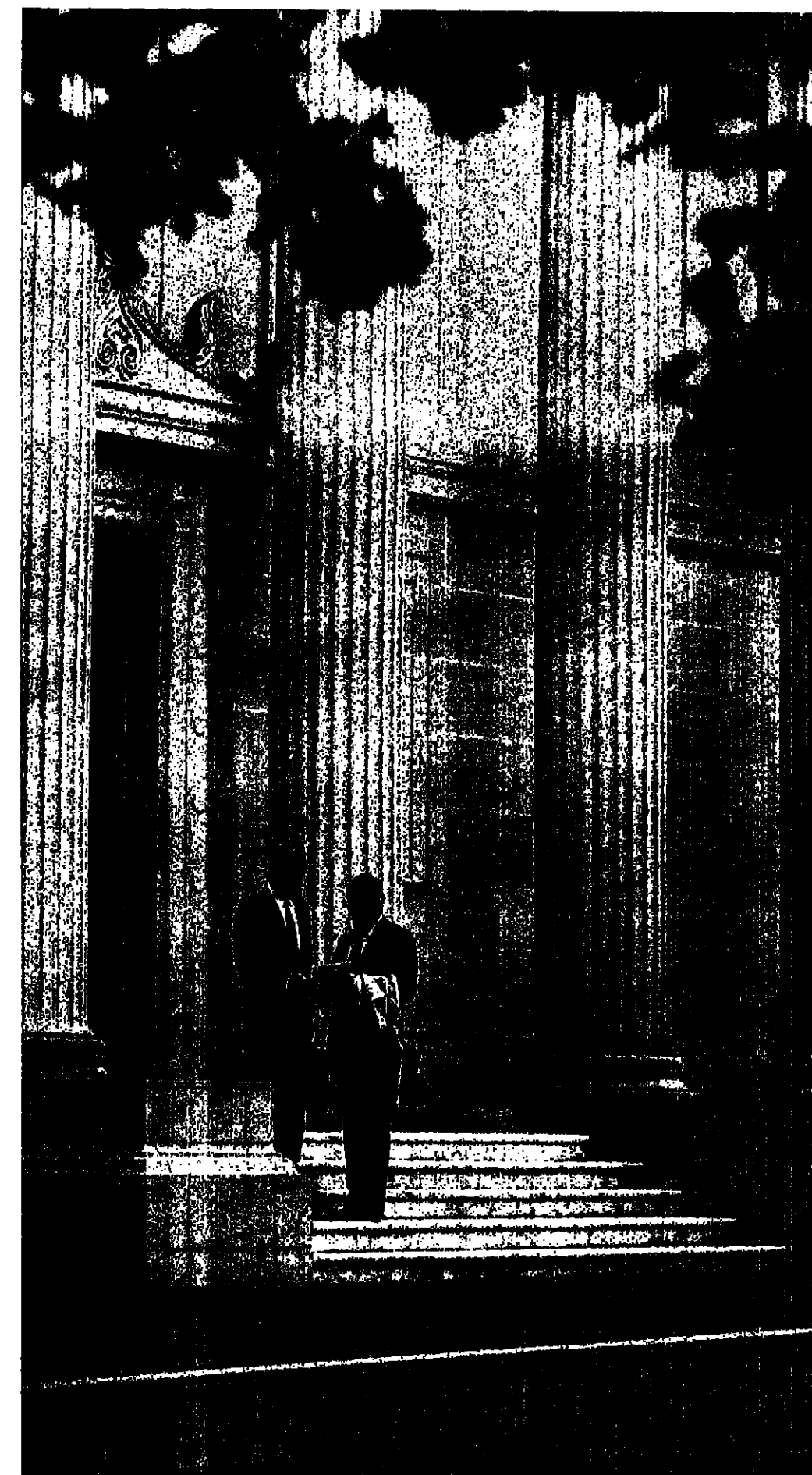
Interested faculty members in the following disciplines are encouraged to apply:

Earth Sciences
 Engineering
 Materials Science
 Radiation Sciences
 Transportation/Logistics

A Request for Proposals (RFP) packet may be obtained by contacting:

HBCU Radioactive Waste Management Research Program
 Science/Engineering Education Division
 Oak Ridge Institute for Science and Education
 P.O. Box 117
 Oak Ridge, TN 37831-0117
 ATTN: Billie L. Stuckbury
 Telephone (615) 576-0037

Responses to the RFP are due on August 14, 1992, for contracts and funding distribution in 1993.

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Some behind-the-scenes discussions are under way about an alternative accrediting body designed to evaluate colleges that offer a traditional curriculum.

A confidential four-page memo about the proposed group says a "gang of fifteen" institutions seems interested in the venture, but suggests that "the whole effort needs far better definition."

Members of the National Association of Scholars, along with other academics who support a traditional curriculum, have been moving to create a national academy to "advance liberal learning." The proposed National Academy for the Advancement of Liberal Education would be separate from the NAS, and would have both an accrediting arm and a think tank, according to a copy of the memo obtained by *The Chronicle*. The idea grew out of opposition to the policies of regional accreditors that sought to use ethnic diversity as a criterion for evaluating campuses.

The memo said that with "the uncertainties about November 3 looking more worrisome every day," the academy should hold off on announcing it. The memo was written by Robert Royal, vice-president of the Ethics and Public Policy Center in Washington. He was offered the job of directing the new academy. In his memo, he declined the job and outlined his concern that the academy needed to be more sharply defined. Still, he called it an "essential" enterprise.

The memo was directed to backers of the academy, who include John T. Agresto, president of St. John's College of New Mexico, and Stephen H. Balch, president of the NAS. Mr. Balch said any comment would be premature.

So much for a 10-year contract.

The beleaguered president of Lees College resigned under pressure last week, despite the decade-long contract that the trustees granted him last year.

In a statement, the trustees said the president, William B. Bradshaw, would stay on as chief executive officer until a replacement could be found. Some professors worried that might mean Mr. Bradshaw could remain in charge indefinitely.

In the statement, J. Phil Smith, the board's chairman, "accepted the resignation with reluctance." Some professors at the two-year college said that Mr. Smith and Mr. Bradshaw had come under mounting pressure from the community recently. A committee from the national office of the American Association of University Professors recently investigated alleged academic-freedom violations at the campus, which has no tenure system. Mr. Bradshaw blamed the problems at Lees on the "inability of the media to understand educational reform." Mr. Smith could not be reached.

Meanwhile, both men are facing lawsuits filed by two professors who were fired last month.

Personal & Professional

Spate of Resignations Prompts Concern About Health of the College Presidency

A disturbing pattern, or mere coincidence?

By COURTNEY LEATHERMAN

A recent spate of resignations by prominent university presidents has left observers wondering whether the departures mark an exodus from a job that has become unmanageable and unattractive, or simply a concurrence of unrelated events.

While some observers had previously expressed concern about the state of the college presidency, that sentiment reached new heights for some this month when Michael I. Sovern announced his plans to retire next year from the post he will have held at Columbia University for 13 years. His announcement was the second by an Ivy League president in as many weeks, following that of Yale University's chief, Benno C. Schmidt, Jr.

Mr. Sovern said he had decided to return to teaching law in order to spend more time with his wife, Joan Wit Sovern, who is suffering from a long-term illness. Mr. Schmidt will resign at the end of this year—his sixth on the job—to head a new chain of private secondary schools.

Mounting Pressures on Leaders

Some who follow academic presidencies believe it is more than coincidence that the chief executives at Columbia, Duke, Stanford, and Yale Universities and the Universities of California, Chicago, and Texas have announced their resignations within the last year. To suggest otherwise, they say, is to ignore the mounting pressures placed on university presidents.

The observers worry that those pressures, which range from severe financial constraints to increased government oversight to heated curricular battles, have made the jobs unappealing to potential candidates.

Stanley Katz, president of the American Council of Learned Societies, says of the resignations: "You could call it natural, but I think there's something more there." He adds: "The job has changed, it has become tough, tough, with relatively little compensation, and it takes a toll."

Probing 'Structural Conditions'

Kenneth Prewitt, senior vice-president of the Rockefeller Foundation, agrees that the departures are unusual: "It's not random that you get seven or eight in one season."

"Any good social scientist, when you see a pattern of events, ought to find some underlying structural conditions," adds Mr. Prewitt, who is trained as a political scientist. "It's not like an age cohort that's just turning over."

Other observers, including some with first-hand experience as presidents, say the events are exactly that. They note that most of the retiring presidents had served far longer than average. (The average presidential term ranges from three to seven years, depending on the type and control of institutions.) They say the job has al-

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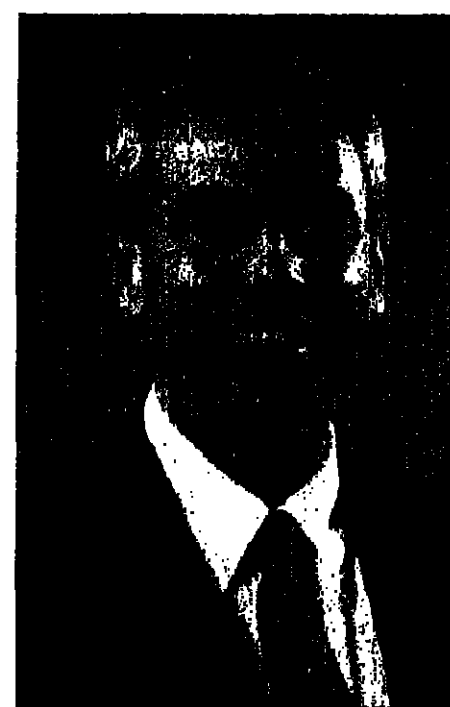
JOE PINERO, COLUMBIA U.



STANFORD U.



KEITH TUNNELL, THE NEW HAVEN REGISTER



DUKE U.

Among presidents who recently announced retirements are, clockwise from top: Hanna H. Gray (15 years at Chicago); Michael I. Sovern (13 years at Columbia); Donald Kennedy (12 years at Stanford); H. Keith H. Brodie (8 years at Duke); and Benno C. Schmidt, Jr. (6 years at Yale).

Resignations Prompt Concern About Health of the College Presidency

Continued From Preceding Page
ways been tough, and that it is a mistake to read too much into the departures. "I think these can be explained as individual circumstances and not as a great new wave of disenchantment with the job," says Clark Kerr, president emeritus of the University of California system, who has heard the concerns before.

Adds Madeleine F. Green, who has served a stint as an acting president: "There are 300 to 400 new presidents every year who come on through resignation, retirement, death, whatever. This is a cluster of highly visible institutions so all of a sudden everybody pays attention," says Ms. Green, vice-president at the American Council on Education and director of its Center for Leadership Development. She and other experts on the college presidency believe that institutions seeking presidents will have plenty of good candidates.

Despite their differences, many agree that the successors to departing chief executives have tough jobs ahead of them.

Not Much Fun Anymore

Robert H. Atwell, president of the American Council on Education, believes the recent resignations were prompted partly by a realization that times will be tough for universities even after the recession ends. "These jobs aren't so much fun anymore," he says.

Derek Bok, president emeritus of Harvard University, disagrees. "I thought my job was fun," he says, adding that concern over how difficult the presidency has become is overblown. Mr. Bok, now a fellow at the Center for Advanced Study in the Behavioral Sciences in Palo Alto, Cal., notes that "students aren't burning down buildings now" as they were when he took office nearly 20 years ago.

Still, many believe that new

presidents will need new skills largely because of the financial constraints facing all institutions.

Don Hood, a psychology professor at Columbia, believes the next generation of presidents must focus far more attention on internal rather than external operations. "To make deep cuts in the expense base of a university, you need knowledge of the inside workings of the place, the confidence of the people, and the courage to go out and make decisions before you reach a consensus," he says.

Mr. Hood, a former vice-president of Arts and Sciences at Columbia, believes that many of the outgoing presidents were picked for their fund-raising skills. They were well groomed for the last decade, but not for the future, he says.

Mr. Sovern says he can testify to the fact that tough financial times call for more consultation. That means presidents have to spend even more hours on the job. "You don't need to explain yourself in great detail when you're raising salaries and building buildings," he says. "But when you're asking faculty for sacrifices, you have to be clear about explaining yourself and spend a lot of time listening."

A Lot of Explaining

Like many presidents, Mr. Sovern has had to do a lot of explaining over the past few years. Columbia has cut administrative positions, left faculty posts vacant, and spent money from its endowment, all to cover a \$50-million gap in the 1992-93 budget. Yale is facing a \$15-million deficit, the deterioration of buildings, and protests from professors who balked at the administration's plan to reduce faculty positions. Columbia, Stanford,

and other research universities are under scrutiny by federal auditors as part of a broad investigation into the way institutions have spent federal money intended to cover the overhead costs of research. It was the scandal over Stanford's hun-

"When you're asking faculty for sacrifices, you have to be clear about explaining yourself and spend a lot of time listening."

ding of overhead research costs that prompted Donald Kennedy to announce his retirement after 12 years as president.

State institutions, like the University of California system, have been hit hard by severe cuts in state support. However, David P. Gardner, who plans to step down in October after nine years as president of the system, cited his wife's death last year as his reason for retiring.

At Duke, some professors say the problems that led to H. Keith H. Brodie's announcement that he would resign next year after eight years as president had more to do with his deteriorating relationship with the faculty than with financial problems.

Loss of Respect?

Given the bleak financial picture and the pressures presidents face, some people worry that there are not enough qualified candidates for the jobs. "It's not surprising that Gerhard Casper was No. 2 on Har-

Personal & Professional

vard's list," Mr. Katz says, referring to Stanford's new president. Mr. Prewitt of the Rockefeller Foundation worries that the job is unattractive for reasons other than the financial pressures. He is concerned that the position no longer garners respect. In fact, he believes, the public has at times seemed almost gleeful when a university president has been caught in controversies.

Others agree, but ask why much has changed. "Do you think presidents got a lot of respect '68, '69, '70?" asks Mr. Hood.

Some sense a growing concern about finding new leaders who several institutions will be conducting searches simultaneously. "There may be a certain sense of panic brought on by the mounting number of announcements of retirement plans," says Ralph F. Nicholas, dean of the college at the University of Chicago.

Nonetheless, Mr. Nicholas says he remains confident that Chicago will attract top-notch candidates. He cites the success of Hanna H. Gray, who plans to retire next year after 12 years. Others believe the union ties with vacancies will attract the share of qualified candidates. "I don't see any shortage of people who are interested in taking on the challenge," says Judith G. Tondton, deputy director of the American Council on Education's Office of Women in Higher Education. (Statistics recently released by the office suggest that more of the candidates could be women: 12 percent of presidents in 1992 and women, up from 5 percent in 1975.)

Says Mr. Sovern: "There will be plenty of outstanding people who succeed us." He adds: "You know the French have a saying. 'The cemeteries are full of independent men.'"

Personal & Professional

Teaching Calculus to Minority Students Helps Them Stay in College

By DAVID L. WHEELER

A five-year follow-up study of a widely used method for teaching calculus to minority students shows that it not only helps students pass calculus but also seems to help them stay in college.

The system uses small, student-led workshops to supplement calculus courses, which have been one of the greatest barriers for students seeking a mathematics, science, or engineering education. Some studies have found that half of the students who take college calculus do not complete the course the first time they take it.

Uri Treisman, the director of the Dana Center for Mathematics and

Science Education at the University of California at Berkeley, developed the system of student honors workshops to help minority students excel in mathematics. The MacArthur Foundation is awarding Mr. Treisman one of its no-strings-attached fellowships this week. Another researcher, Martin V. Bonsangue, a professor of mathematics at Mount San Antonio College, studied the method for five years at California State Polytechnic University at Pomona and presented his findings, which have not yet been published, in a lecture in Washington last month.

In 1989 Mr. Treisman estimated that his method was being used at

about 30 colleges. Now, variations of Mr. Treisman's teaching method are being used at more than 125 colleges and universities, says Lynn A. Steen, a professor of mathematics at St. Olaf College, who will take over this week as executive director of the Mathematical Sciences Education Board at the National Research Council of the National Academy of Sciences.

As the system is employed at California State Polytechnic, freshman calculus students from minority groups that are underrepresented in scientific professions are invited by minority students from upper classes to participate in the workshops. Students who accept

the invitation meet twice a week for two hours to work on calculus problems developed by the student leaders. The workshop leaders also meet with professors to discuss the progress of individual students.

A Lasting Effect

Mr. Bonsangue studied 320 students at Pomona who took calculus. He interviewed those who participated in the workshops and those who did not, and checked their academic records.

Mr. Bonsangue found that the workshops had a lasting effect on the students' styles of studying math and science, encouraging them to study collaboratively in-

stead of struggling alone. The study method also seemed to help students stay in college: Forty-two percent of those who did not participate in the workshops had dropped out of the university by the spring of 1991, while only 4 percent of the workshop students had left the institution at that time.

The workshop students were not better prepared academically in high school than those who did not participate, Mr. Bonsangue said.

Mr. Treisman, who is moving from Berkeley to the University of Texas at Austin, said the workshops had been widely adopted because mathematicians did not want calculus to be perceived as a barrier to a scientific career. "We're tired of being the filter instead of the pump," he said.

THE CURRICULUM

- Xavier cuts some required theology courses
- Columbia lets undergraduates major in art
- Cabrini sets community service for juniors

Fewer required theology courses will help students to a better moral education, Xavier University in Ohio contends in its new core curriculum.

The university has cut the number of required courses in philosophy and theology, requiring nine credit hours instead of 12 in each field. The Jesuit institution will cluster courses on ethics, religion, and society. Students must take one course each in literature, philosophy, and theology, plus an elective, all of which deal with an ethical matter in contemporary society.

Joan Connell, vice-president for academic affairs, said Xavier would still require more philosophy and theology coursework than any of the nation's other 28 Jesuit colleges and universities. But she said the new approach would guarantee integrated learning, rather than allowing students to take unrelated courses in the history of philosophy or theology.

Xavier's core curriculum requires 65 hours, more than half of an undergraduate's classroom time. The new curriculum also requires nine hours of laboratory science, six hours of a foreign language, and three hours of fine arts.

For the first time in its history, Columbia University will allow undergraduates to major in art.

The university has introduced a visual-arts major that will teach basic skills in painting, sculpture, and graphic arts. Seniors will receive studio space to create a final project. "They'll be doing their own work," said Allan Hacklin, chairman of visual arts. "They won't just go to classes to solve other people's problems."

Mr. Hacklin said the program

could not compete with an art college in terms of time allotted for studio courses. An art school would require more than twice as many art courses as liberal-arts courses, he said. At Columbia, the ratio will be the opposite. But he said the program would leave students well educated and prepared for graduate school in art, if they are interested.

Mr. Hacklin will hire new faculty members for the department, which traditionally had taught courses for non-majors. The department now has 4 full-time faculty members and 15 adjunct instructors.

Inspired by books such as "Habit of the Heart" by Robert Bellah, Cabrini College requires that all juniors get involved in community-service activities.

The students' outside work is tied to a set of classroom seminars organized around the theme "the common good." The 10 seminars, which explore moral and ethical issues, include "Individualism and the Common Good in Literature" and "The Meaning of Altruism."

Sharon Schwarze, professor of philosophy at the Roman Catholic liberal-arts college, teaches "The Problem of Evil," in which students read Plato, Aristotle, Nietzsche, and Hannah Arendt, and hear presentations from Holocaust survivors and resisters. At the end of the semester she asks students to report on their work in homeless shelters and literacy programs.

Ms. Schwarze also requires students to complete three interviews: one with a "moral hero," one with a "moral failure," and one with someone who exhibits "tainted decency," meaning a person who has tried to lead an upright life but has lapses.

—SCOTT HELLER

2 CUNY Suits: White Professor Prevails; Jeffries Files

NEW YORK There were new twists this month in the legal saga of two controversial City College professors. One, Leonard Jeffries, Jr., the outgoing head of the black-studies department, sued the institution for removing him as chairman. The other professor, Michael Levin, won an appeals-court victory in his free-speech lawsuit against the college.

Mr. Jeffries sued the college, part of the City University of New York, in Federal District Court. Claiming that his First Amendment rights were violated, he is seeking reinstatement and \$25-million in damages.

Mr. Jeffries served as chairman for 20 years until the CUNY Board of Trustees voted in March to replace him. He faced a storm of criticism over remarks he made last summer that were widely condemned as anti-Semitic and anti-white.

CUNY trustees appointed Edmund W. Gordon, a professor emeritus of psychology at Yale University and a noted black scholar, to a two-year term as department chairman, effective July 1.

In his suit, Mr. Jeffries referred to "hysterical criticism in the press" and pressure from "uninformed and opportunistic politicians."

A CUNY spokesman said university officials do not comment on pending litigation.

Articles on Intelligence

The other case involves Mr. Levin, a white philosophy professor who has written articles suggesting that blacks are intellectually inferior to whites. He sued the college in 1990, claiming his free-speech rights had been violated when the college formed a panel to examine his writings and established a parallel section of a course he taught, even though no students had complained. Last fall a district-court judge issued a strongly worded ruling in his favor.

The university system appealed. Last week a panel of judges from the U.S. Court of Appeals for the Second Circuit supported much of Mr. Levin's argument. The panel ruled that because there was no evidence students had been harmed by his views, the creation of a second course section had a chill-

ing effect on Mr. Levin's free-speech rights. It left intact a lower-court injunction banning alternative sections.

The new ruling also said that the formation of a committee to review Mr. Levin's writings had had a chilling effect, but it found that a lower-court injunction banning further investigations was unnecessary.

The appellate court disagreed, meanwhile, with the lower court's finding that Mr. Levin was entitled to protection by security personnel because his classes had been disrupted by protesters.

The American Association of University Professors and the University of Virginia's Thomas Jefferson Center for the Protection of Free Expression filed a friend-of-the-court brief in the case, siding with Mr. Levin.

In a statement, CUNY officials said they were pleased with the decision on the security issue but "disappointed that the court did not recognize City College's fundamental need to provide students with greater choice and availability of classes."

—DENISE K. MAGNER
AND CAROLYN J. MOONEY

Court Lifts Decree on Brown U. Hiring and Promotions

PROVIDENCE, R.I.

At the request of administrators and female professors at Brown University, a federal court judge has vacated a consent decree that governed faculty hiring and promotion for 14 years.

The so-called Lamphere Decree was the result of a settlement in a sex-discrimination lawsuit filed in 1977 by Louise Lamphere, then a professor at Brown. The decree provided goals and timetables to measure the university's progress in hiring female faculty members. It also set up promotion and hiring guidelines for all faculty members.

Anne Fausto-Sterling, a professor of medical science and one of three people representing Brown's female professors, said most women at the university felt that having the decree vacated would be "a good tactical move." Their vote to petition the court to end the decree took place at a meeting last year, and the petition was granted last month.

"The issue was whether we'd be better off working within a university system or within an increasingly conservative court system," Ms. Fausto-Sterling said.

67 Women Have Tenure

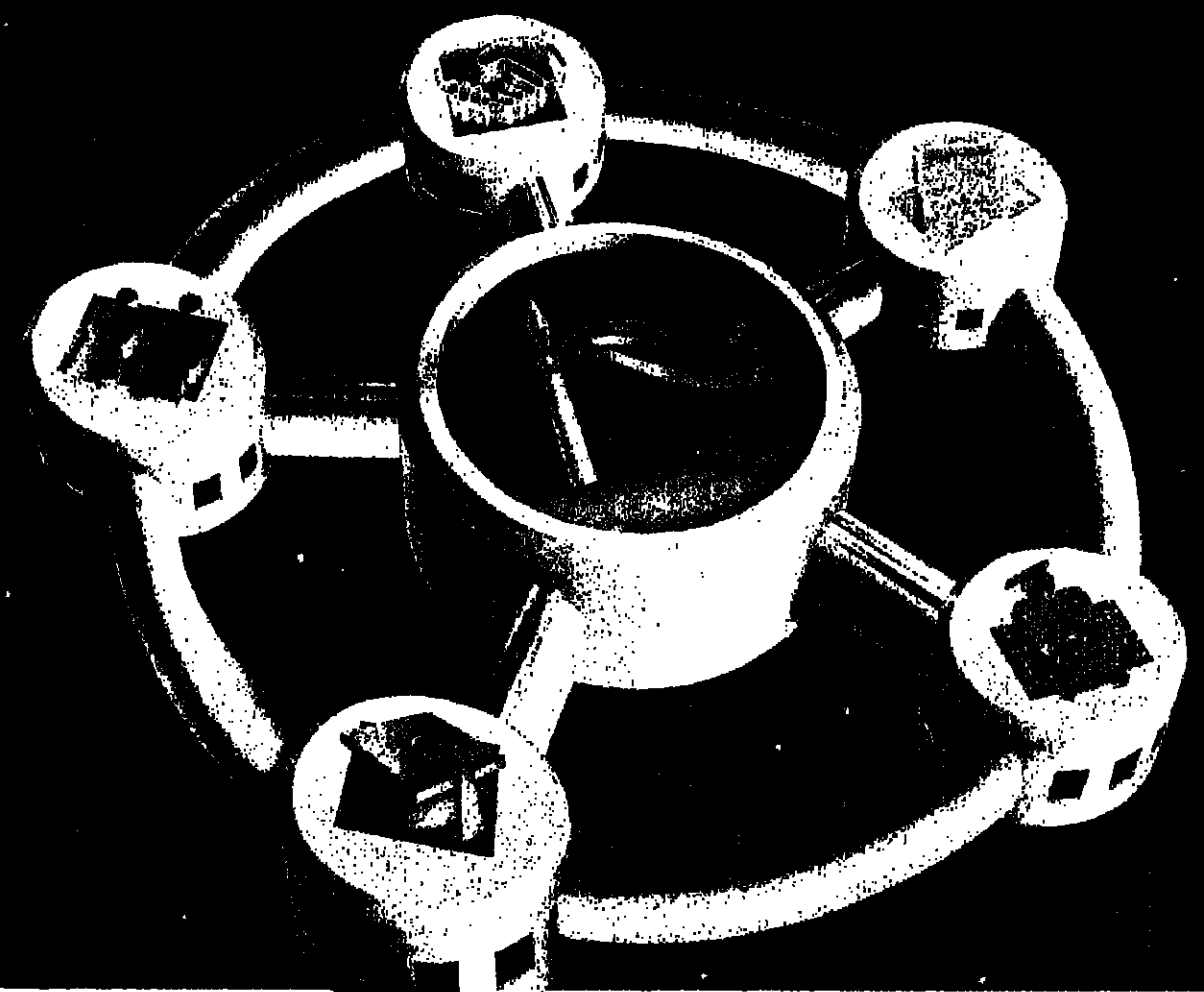
Brown has far more women on the faculty now than before the decree took effect. The number of tenured women at Brown rose to 67 in academic 1991-92, up from 12 in 1976-77. The number of tenured men also rose during that period, to 342 from 334. The number of non-tenured women rose to 61 from 40, while the number of non-tenured men fell to 79 from 84.

Ms. Fausto-Sterling said she thought some departments still resisted hiring women. But she said the decree had given women a bigger voice, and improved the overall quality of the faculty by requiring such procedures as nationally advertised searches. It also helped male candidates, she said.

"If you have an old-boy system instead of a national search, it may be there are men you're missing out on, too," she said.

Ms. Lamphere, who had filed the suit when she was denied tenure at Brown, was later granted tenure there. She has since left the university. —CAROLYN J. MOONEY

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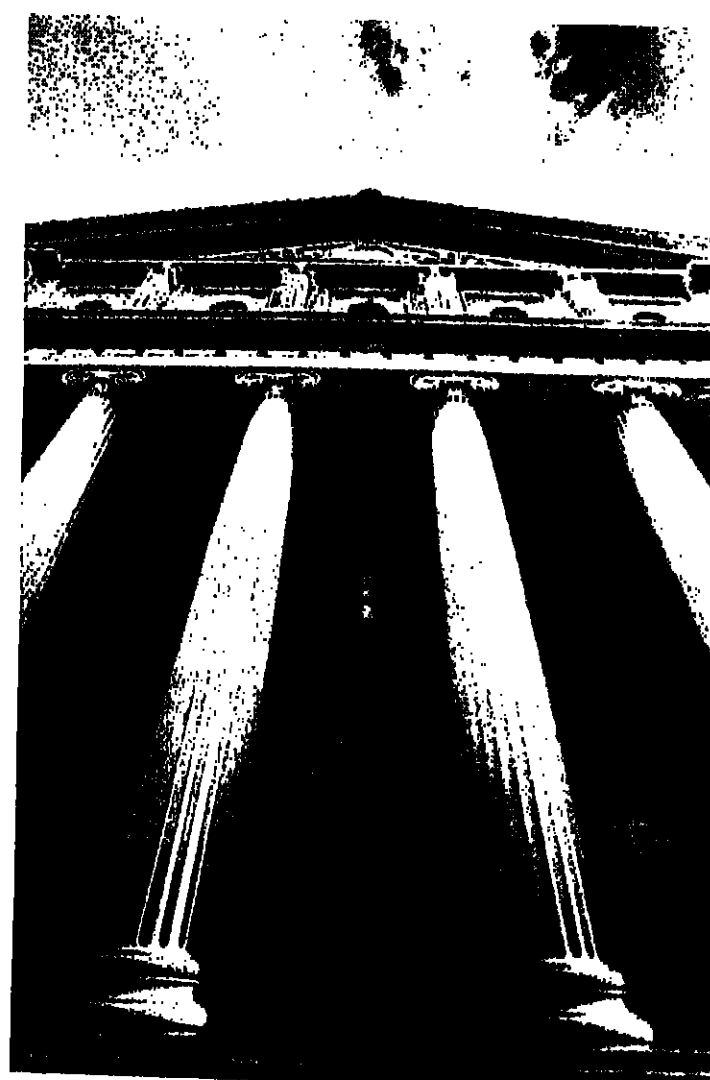
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Clyde, Jerome, Duck, Buck, and Terry aren't just Portland Trail Blazers anymore.

Researchers at Oregon State University's College of Oceanography have named five powerful new workstations after the players on the National Basketball Association team. And they have named a small computer Adelman, after the Blazers' coach.

The researchers are participating in a three-year project to study the earth's ecosystem, supported by the National Aeronautics and Space Administration, that requires high-performance computing. The International Business Machines Corporation provided the five risc 6000 computers to run models of water circulation and analyze data.

Librarians at the College of Wooster are giving credit to key-word searches of a new electronic catalog for a dramatic increase this year in the use of printed materials and microfiche. "The conventional card catalog had only three access points—author, title, and subject," says Damon Hickey, director of the Andrews Library. "If library users were unsure of the subject heading, they might not find what they wanted, even when it was in the library."

The electronic catalog gives professors and students a fourth way—subject key words—to gain access to library materials. That kind of search, which lets people use everyday words, turns up materials few knew the library had, Mr. Hickey says.

Next fall the City University of New York will begin testing a telecommunications service that could make it cheaper and easier to hold conferences and classes electronically. The service will be offered by New York Telephone and Northern Telecom.

Educational institutions must now lease transmission lines to obtain the bandwidth required to hold videoconferences and send data and images. They pay for the line, whether or not they are using it. With the new service, called Switched Wideband Service, institutions could obtain the bandwidth they need over existing telephone lines and pay only for the time they use.

The service would also let institutions designate the bandwidth necessary for each transmission. For example, the medical school would need a wider bandwidth to transmit a high-resolution medical image than it would to conduct a videoconference.

In November, CUNY will start the six-month test by holding videoconferences between two sites within the 21-campus system. The following spring, faculty members at two different colleges will try using the service to offer instruction.

The university's Office of Budget, Finance, and Computing will evaluate the results.

Information Technology



James F. Blinn, a computer expert and an instructor at the California Institute of Technology: "I never thought I could actually make a living doing this."

A Computer Animator Brings Unseen Worlds to Whimsical Life

From 3-D images of electrical fields, to strings of equations dancing a samba

By DAVID L. WILSON

PASADENA, CAL.

James F. Blinn, an instructor at the California Institute of Technology, is delighted to show his latest project to a visitor. A few taps on a keyboard, and a cartoon image of a green tentacle wielding a ray gun appears on a computer screen. Punching another key brings the image to life, as a purple beam flashes from the ray gun and zaps an innocent triangle, which suddenly expands.

It's a captivating way to show students how aspects of shapes—the angles and proportions, for example—don't change, regardless of changes in the size of the shapes.

The unrestrained whimsy of Mr. Blinn's computer animation has won him legions of fans among students and professors. He teaches classes in computer animation here, and his work has helped revolutionize the way mathematical concepts are taught through television and videotapes. The programs are widely used by high schools and colleges.

"Where Should I Begin?"

Eugene A. Klotz, a professor of mathematics at Swarthmore College, is at somewhat of a loss when asked to comment on Mr. Blinn. "Where should I begin?" asks Mr. Klotz, who is also director of Swarthmore's Visual Geometry Project, which

produces computer-animated videotapes for high-school math courses. "I guess anybody who's turned on a TV has seen his work. He's one of the best of the best."

In the public-television series "Cosmos," which was first broadcast in 1980, Mr. Blinn's animation was used to illustrate events that are too small to be seen. Cartoon images of the behavior of atoms and molecules showed viewers things even scientists haven't been able to watch. His work also has shown television viewers simulations of things that are too far away to be seen. For example, while working as a computer expert at Caltech's Jet Propulsion Laboratory, he created a series of extremely sophisticated simulations of what the *Voyager* space probes saw as they passed by the planets of the solar system.

More recently, he produced the computer animations used in a series of television programs that make up a college-level in-

troductory physics course, "The Mechanical Universe . . . and Beyond." Today he spends his time animating concepts used in "Project MATHEMATICS!," a series of videotapes designed to teach basic concepts to high-school students.

MacArthur 'Genius Grant'

His computer animation has won numerous awards, and it brought him a MacArthur "genius grant" last year. Mr. Blinn still seems a little bewildered about all the fuss.

"I never thought I could actually make a living doing this," he says, explaining that, with a friend, he had made primitive animated cartoons in high school using paper cut-outs and an old home-movie camera, exposing one frame at a time.

When he entered college in 1972, interested in both physics and astronomy, "I had never heard of computers," he says.

A heavy dose of French in high school enabled him to complete the stiff language requirement at the University of Michigan, where he did his undergraduate work, in only one semester. If he had had to take three years of French in college, he muses, his life might be very different today. "There was this big hole in my schedule where everybody else was doing language requirements," he says. "I was wandering through the course catalogue and I saw a

Continued on Page A19

"I was wandering through the course catalogue and I saw a course on computer programming, and I thought, Hmm, I wonder what this is. So I signed up for it."

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Anatomy. "The Human Body: Structure and Function." For Apple Macintosh. Requires "HyperCard." Lets students explore human anatomical systems and functions; includes diagrams of basic anatomy linked to labels and glossary cards; \$39; quantity discounts available. Contact: Intellimation, Department GAO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Art. "Flip Book." For Apple Macintosh. Requires "HyperCard." Introduces students to cel animation, in which they draw a background on one "page" followed by slightly altered images on a series of pages; the computer "flips" from page to page, creating the illusion of movement; includes sample animations and digitized sound; \$36; quantity discounts available. Contact: Intellimation, Department GAO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Biology. "HyperFly Series." For Apple Macintosh. Requires "HyperCard." Two interactive laboratory simulations introduce students to genetics; "HyperFly" gives students 45 strains of fruit fly to cross; "HyperFly Advanced" illustrates production of offspring from crossing *Drosophila* using any of 45 mutant strains; \$69 for both; quantity discounts available. Contact: Intellimation, Department GAO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Oceanography. "PC-SEAPAK, Version 4.0." For IBM PC and compatibles. Interactive satellite data-analysis package lets researchers process and interpret data from the Nimbus-7 Coastal Zone Color Scanner and the NOAA advanced very-high-resolution radiometer; includes 14 programs; \$450 for software; \$50 for documentation. Contact: Cosmic, University of Georgia, 382 East Broad Street, Athens, Ga. 30602; (404) 542-3265.

Utilities. "Modern MacAccess," for

Apple Macintosh. Requires "HyperCard." Provides access to on-line library resources and electronic bulletin boards; includes word-processing mode and notepad; lets users send prepared files; \$39; quantity discounts available. Contact: Intellimation, Department GAO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Utilities. "Videodisc ShowMaker," for Apple Macintosh. Requires "HyperCard," videodisk player, and color monitor. Lets instructors catalogue and present images and video segments stored on a videodisk for multimedia presentations during classroom lectures; users can search by keyword, descriptive field data, and footnote field data; includes data base for the "National Gallery of Art" videodisk; \$32; quantity discounts available. Contact: Intellimation, Department GAO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

OPTICAL DISKS

Environmental data bases. "Women, Water, and Sanitation: Impacts on Health, Agriculture, and Environment." For CD-ROM players used with IBM PC and compatibles. Contains the full text of documents issued from 1979 to 1989 by 11 international development agencies, including the U.S. Agency for International Development, CARE, the World Health Organization, the World Bank, several United Nations agencies, and more; subjects range from agriculture and health practices to education and training of health workers; includes case studies of community-based development projects; \$320. Contact: National Information Services Corporation, 3100 St. Paul Street, Baltimore 21218; (301) 243-0797.

Geology data bases. "GeoArchive," for CD-ROM players used with IBM PC and compatibles. Contains 675,000 bibliographic records of geological books, conference proceedings, doctoral dissertations, reports, serials, and maps from 1974 to the present; includes economic geology, mineral and petroleum production and resources, energy sources, fossil fuels, hydrology, hydrogeology, geophysics, geochemistry, oceanology, and more; contains full text of *Geotitles, Bibliography of Economic Geology, Geoscience Documentation, and Hydrofiles*; \$1,995; updated semi-annually. Contact: National Information Services Corporation, 3100 St. Paul Street, Baltimore 21218; (301) 243-0797.

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Information Technology

Using Computers to Animate Math and Physics

Continued From Page A17

course on computer programming, and I thought, Hmm, I wonder what this is. So I signed up for it.

"Eventually I realized that you could use the computer to make animations of things based on physics principles. So this was all the interests that I had—physics, math and animation—together."

While computer-animation programs are common today, when Mr. Blinn first began his career in

"These days you don't have to immerse yourself in a large bureaucratic organization to obtain the basic tools necessary to do your work."

1978, shortly after graduating from the University of Utah with a doctorate in computer science, little software sitting on the shelf could be used to construct sophisticated cartoons on the computer. "Basically I had to do everything from scratch," he says. "We had to build everything—software, hardware—from the ground up."

Big and Cantankerous

In those days, Mr. Blinn needed to work at a place like the Jet Propulsion Laboratory, which he joined after graduate school, because the computers required to do the work were big, cantankerous, and very expensive. A legion of people was required just to keep the big mainframes running. Today he uses a standard desktop computer based on the design developed by International Business Machines Corporation. "These days you don't have to immerse yourself in a large bureaucratic organization to obtain the basic tools necessary to do your work," he says. "The computer I'm working on today is so cheap that if it broke, we'd probably just throw it away and buy a new one."

Mr. Blinn still uses fundamental the same computer programs he developed nearly two decades ago when he first began creating animation on computers. They are written in FORTRAN, a relatively old and complicated computer language.

Mr. Blinn says he is doing some tinkering, translating his programs into another, more modern, language because of the improved capabilities of today's computer languages. He is clearly ambivalent, however. "At this point I'm so fluent in FORTRAN that I can put it up on the screen and see if there's any bugs in it just by looking at it," he says. "It's taken 20 years to develop this skill, and you don't throw that skill away casually. I'm not interested in leaving FORTRAN unless there's an incredibly good reason, not just a good reason."

Mr. Blinn does not physically "draw" his computer animations.

Rather, using commands typed on the computer's keyboard, he assembles various shapes on the screen. He might tell the machine to produce an oval, which then appears on the screen. He can then rotate the oval in any dimension, place it anywhere on the computer screen, attach other shapes to it, and fill in the object with colors. To animate the object, the computer creates a series of "frames," like stills from a movie, each slightly different from the last. When the computer displays the frames rapidly in a specific order, the objects on the screen appear to move smoothly.

Mr. Blinn has no explicit training in art, he says, "but both my parents are art teachers, so I guess I had a feel for it."

He thinks his animations have captured people's imaginations because they are both amusing and scientifically accurate. "Animation is good for showing three-dimensional-type things that are difficult to draw, and also for showing moving things."

In the past, his work has delivered to viewers three-dimensional representations of electrical fields, a simulation of what happens to particles in a linear accelerator, and strings of mathematical equations dancing a samba.

Programs like "The Mechanical Universe" series, he says, were able to speak to students in an intuitive way, showing them how things work without getting bogged down in mathematics. "You're pretty used to physics in a lot of basic motion in everyday life," he says. "You drive a car, you ride a bicycle, you know about force and motion very intuitively. But if you're talking about how atoms bounce around or how planets move in their orbits, you can't ever see those things. Animation is able to make images that you can study and just let percolate into your head."

Rigorously Accurate

Other members of the teams that helped develop the various projects for which he has produced animated illustrations worked on the scripts for the programs and gave them to him with requests for animation. "They didn't have to explain the concepts to me," he says.

Computer Uncovers Illegal Use of Telephones

The University of Maryland at College Park has developed a computer system to stop fraudulent use of telephone charge cards before calls are completed.

The system, which runs on an IBM desktop computer, flags calls that appear to be attempts by computer hackers to uncover authorization codes, says Jonathan R. Rood, director of the communications department.

Codes Dialed at Random

Hackers can program their computers to dial codes at random until the telephone system accepts one as valid. When it finds a valid code, the computer signals the hacker.

"This system catches such an attempt very quickly," says Mr. Rood, by noticing several incomplete calls in quick succession from a single line, or repeated transmission of incorrect security codes.

Most science animation involves two types of people, he says, the expert and the animator. The expert tries to explain what is needed, with no clear grasp of the possibilities of animation, while the animator has at best a fuzzy understanding of the scientific principles that are supposed to be illustrated. "There's always this compromise," Mr. Blinn says.

His animations are rigorously accurate from a scientific perspective, although they have all the charm of a Bugs Bunny feature. Indeed, it is Mr. Blinn's sense of humor that differentiates his work from other, drier, educational efforts. Where else would a person on a skateboard zip past Albert Einstein? The quirky, fast-paced

"The computer I'm working on today is so cheap that if it broke, we'd probably just throw it away and buy a new one."

gags are integral to maintaining viewers' attention, he says. "These things aren't funny by accident."

For relaxation, Mr. Blinn plays the trombone, an instrument he took up in the seventh grade. "I play in the Caltech wind ensemble," he says. "But I don't practice enough, so I'm not incredibly good. But I'm able to stumble along and not make too big a fool of myself. Sometimes I think I do it to teach myself humility."

Playing an instrument with a group is different from everything else he does, Mr. Blinn says. "It's an entirely different thought process. The animation stuff is improvised. I play it back, and revise it. When you're playing with a group, when the beat comes, you have to play it then instead of thinking, well, maybe it would be better here."

"It's interesting to surrender control to the director," says the man who is famous for creating his own tiny universes. "Sometimes it's nice to just be a small cog in a machine."

The computer then alerts the university's voice-response system, which dials the number being used for the suspicious activity. "You pick up the phone, and a voice says, in a very pleasant way, 'We've noticed you may be having some difficulties with your telephone. Please contact our service desk,'" Mr. Rood says.

The voice response has been quite effective since it was activated in May, he says. "We've never had a repeat performance from a number that received that phone call," he says.

Mr. Rood won't say how much fraudulent telephone calls have cost his university in the past, but he says that colleges and universities typically lose from \$50,000 to \$100,000 a year due to illegal telephone use. "If you have telephones, you have fraud," he says.

—DAVID L. WILSON

The Learning Society: A Human Story

By Bernard R. Gifford, Ph.D.
Apple Computer, Inc.



Anyone who has ever been a single parent—as I was for a time in the mid-1980s—will recognize elements of this scenario: I had gotten five-year-old Nelson fed and dressed (with the minor exception of a missing right shoe), and I was getting ready to fly to Washington, D.C., for a meeting of an advisory committee formed by Secretary of Education William Bennett, when the babysitter called to say that she was ill.

A taxi was supposed to arrive in ten minutes to take me to the airport, so I figured I'd have to cancel. But I couldn't quite get myself to make the call. I had a viewpoint that Secretary Bennett probably didn't hear every day, and I was eager to express it. And after all, I told myself, it wouldn't hurt the committee to see a child. So an hour later Nelson and I raced onto the plane, on our way to the U.S. Department of Education.

Nelson was better behaved than I was that day. He ate lunch with a minimum of spits and spills as the boring grown-ups around him dined on about educational policy. Bill Bennett marveled at his refinement. Diane Ravitch, who had known Nelson from infancy, joked that he'd obviously learned his manners from the babysitter.

Then, mercifully, one of Secretary Bennett's assistants took a long lunch break and invited Nelson on a trip to the Smithsonian. I picked him up there an hour later, and we explored the museum for the rest of the day. We enjoyed it so much that we stayed in Washington an extra day so we could go back to the museum.

That was the last time I'd spent much time at the Smithsonian. When I heard that the museum had mounted an extensive Information Age exhibit, five years in the making, I was happy to return.

"This is not a show about computers," said David Allison, the show's chief curator, as he walked me around the labyrinthine exhibit, "although we do have \$10 million worth of computer equipment running it."

I asked him how the show had evolved. "We began with a great collection of artifacts," David explained. "We had Morse's original telegraph. That's our starting point—the moment when information becomes electronic." He pointed to a showcase that housed an oddly elongated wooden contraption. "Morse was an artist," David explained, responding to my obvious surprise. "He made the first telegraph from a canvas stretcher."

David told me that the Smithsonian owned, or could borrow, a fascinating collection of information-processing artifacts—from the actual "red tape" used for decades to bind official documents, to the automated robotic equipment used today to assemble cars.

"We have ENIGMA," he continued, "the cipher machine used by the Germans to encode messages during World War II, and the complex processing machine the Allies used to break the code. We have the first integrated circuit designed by Jack Kilby in 1958. And we have one of the first Apple computers, which was built in a homemade wooden box in 1976. It's one of the exhibit's most valuable artifacts, by the way."

"Sounds like a show about computers," I remarked. "That's how it began," David said. "But we quickly realized that visitors wouldn't be moved by boxes of circuitry. They'd want to know about the interplay between people and technology. So everywhere you look in this exhibit, you see people. It's a human story."

The exhibit uses technology to humanize the story, inviting visitors to enter information about themselves into its computer network. A display about the 1890 U.S. census, for example, documents the era when our society began keeping systematic data about itself, using punch-card machines. I watched a young woman scan the bar code on the back of her exhibit guide, and then answer some simple questions about herself on the computer. She got back this profile of what her life might have been like a century ago: "You're not married yet, and you've been lucky enough to get a good clerical job. (Only about 4 percent of women have clerical jobs.) You work 50 hours a week to earn about \$5—about 60 percent of what men earn."

Next we stopped at an exhibit about the Social Security Administration, where in 1935, 5,000 people were put to work establishing records for 26 million Americans. "This exhibit shows one of our oldest data processors—an office," David commented. "It's a system of people and machines following procedures to process information."

Another bend in the exhibit brought us to the FBI's first fingerprint computer. It "read" my fingerprint by digitizing it and recording it electronically. Here the computer-human interface became literal, as body characteristics became electronic. The display raises important issues about technology and privacy.

At the exhibit's end, we stopped to retrieve a personalized computer printout that summarized the information I'd entered at various displays. As it printed, I wondered aloud what an Information Age exhibit would look like in the year 2020.

"I've wondered that, too," said David. "It might include a model of this show. After all, this exhibit is itself an artifact, reflecting today's assumptions about the evolving relationship between people and machines."

That future exhibit is the one my son Nelson will take his child to. I hope they'll invite me to join them.

Education

The revolving door at the Education Department is moving once again.

Gerald R. Riso, the Deputy Assistant Secretary for student financial assistance, said last week that he would resign at the end of the month to go to the Department of Housing and Urban Development.

Mr. Riso said in an interview that he did not know what his duties or title at HUD would be.

Mr. Riso has served as the government's top student-aid official since Carolyn Reid-Wallace, Assistant Secretary for postsecondary education, appointed him in February. His predecessor, Michael J. Furrell, resigned in December after an eight-month tenure.

Ms. Reid-Wallace, in a prepared statement, praised Mr. Riso for "a fantastic job," and said the department already was talking with candidates for his position. "I'm confident that we'll be able to find someone equally capable to head the student-aid programs," she said.

Higher-education groups are opposed to bills in Congress that would require the federal government to balance its budget, but disagree on how to say that.

Sen. Paul Simon, Democrat of Illinois, and Rep. Charles W. Stenholm, Democrat of Texas, have sponsored bills that would amend the Constitution to require lawmakers to eliminate the deficit by fiscal 1998. The deficit for fiscal 1992 is approaching \$400-billion. The bills must be approved by two-thirds of the House of Representatives, two-thirds of the Senate, and 38 of the states to become part of the Constitution.

Four college associations have issued a three-paragraph statement supporting tax increases and spending cuts to reduce the deficit, but opposing the massive cuts that could occur if the amendment were ratified. The four are the American Association of Community and Junior Colleges, the American Association of State Colleges and Universities, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges.

Conspicuously absent from the group was the American Council on Education, the umbrella group that represents all of higher education. Charles B. Saunders, Jr., senior vice-president of the council, said the ACEC opposed the legislation but had had some problems with the wording of the statement.

He said the council was concerned that a sentence calling on Congress and the President to develop a plan to cut the deficit could be interpreted as endorsing a "budget summit."

The last such summit, in 1990, resulted in a pact that has thwarted efforts to increase student aid and other college programs.

Mr. Stenholm's bill got 280 votes in the House last week, 10 fewer than the two-thirds needed.

Government & Politics



Big Gifts and 'Can Do' Attitude Mark Perot's Education Record

Millions for colleges and a push for school reform, but some question his priorities

By SCOTT JASCHIK

Would Ross Perot be a good President for American colleges?

Mr. Perot's platform is less concrete than those of President Bush and Arkansas Gov. Bill Clinton. But Texans who have watched Mr. Perot and his involvement with education say much can be gleaned from what the billionaire businessman has done without holding public office.

■ He has donated millions of dollars to universities to support "world class" research.

■ He led a state panel to reform Texas public schools and used his position to call for tougher standards, a de-emphasis of sports, and more parental involvement.

■ He has campaigned against budget cuts in Texas for public schools or colleges.

To many educators, his record indicates someone with an intuitive sense of the importance of good schools and colleges and the guts to point out their failings.

Others, however, say that Mr. Perot oversimplifies educational problems, that he does not have enough empathy for students who come from impoverished backgrounds, and that his philanthropic efforts, however commendable, do not give him the knowledge one needs to set education policy.

Mr. Perot is not yet answering specific questions about how he would handle particular issues on higher education and many other issues. His recent comments about education have generally emphasized his "can do" attitude.

For example, in March he told the National Press Club: "Let's stop having two-day summits with governors that don't amount to anything, and let's get down to blocking and tackling and fixing it now, because you don't have the benefits for 15 to 20 years."

Few Interviews on Higher Education

He also said: "We spend over \$400-billion on education, including colleges, yet we rank at the bottom of the industrialized world in terms of academic achievement."

Mr. Perot has, on a few occasions, given interviews about higher education. In 1985, he told the *Beaumont Enterprise*, a Texas newspaper, the following about public colleges in Texas: "Taxpayers are not getting their money's worth in higher education. We need schools that are really world-class colleges, not just places you send a guy to join a fraternity or your daughter to join a sorority and have four years of social life."

He added: "We don't need any playground for young adults at the expense of hard-working taxpayers. If it's worth having the taxpayers put money into it, then it's worth having our children come out to compete and win as adults because of the education they've got."

Mr. Perot's most famous foray into Texas politics was his 1984 push for a law re-

quiring high-school athletes to have passing grades if they wanted to play sports. He has carried that same philosophy over into higher education, saying that the 1987 athletic scandals at Southern Methodist University made Texas "a national joke."

In 1988, shortly after A. Kenneth Pye became president of SMU, with a charge of

"I don't care where you

come from, what color

you are or what race or

religion you are, what sex

you are. I'm interested

in what you can do."

cleaning up the athletics program and improving the institution's academic reputation, Mr. Perot gave the university an unrestricted \$1-million gift as a "vote of confidence."

Gifts to Texas Campuses

That gift pales beside a series of contributions that Mr. Perot made to campuses of the University of Texas in 1987 and 1988. The gifts included rare books purchased for \$15-million for the University of Texas at Austin; \$15-million for medical-research facilities at the University of Texas Health Science Center at San Antonio; and \$20-million to the University of Texas Southwestern Medical Center at Dallas to support research and education programs and to recruit new faculty members.

University officials say that Mr. Perot's main demand of them was that the pro-

grams he support be "world class." In at least one case, that nearly derailed the gift.

One part of the donation to the Southwestern Medical Center was for an M.D. Ph.D. program. Mr. Perot wanted the state to allow students from outside the state to be charged the low tuition rates paid by Texas students. That was necessary, he said, to attract the best students in the country, not just the best in Texas.

Described as a Model Philanthropist

When then-Gov. William P. Clements, a Republican, vetoed a bill to grant the waiver, the gift was nearly scuttled. Mr. Clements said the veto was an oversight and when the bill was passed a second time, he signed it, clearing the way for the gift.

Once Mr. Perot makes a gift, university officials say, he is a model philanthropist in that he makes sure the programs he supports are working well, but does not meddle. John P. Howe, III, president of the San Antonio campus, says: "First and foremost, he is interested in promoting the best of science."

Dr. Howe says that when Mr. Perot visits the campus, it is clear he has done advance reading on science issues because the discussions he has with researchers "go far beyond pleasantries."

Kern Wildenthal, president of the Southwestern Medical Center, says Mr. Perot has helped the university recruit faculty members by taking candidates to dinner. Dr. Wildenthal says that Mr. Perot, unlike many supporters of biomedical research, is not "disease oriented" in seeking to support only research related to a particular medical problem.

"We have talked a lot about the impor-

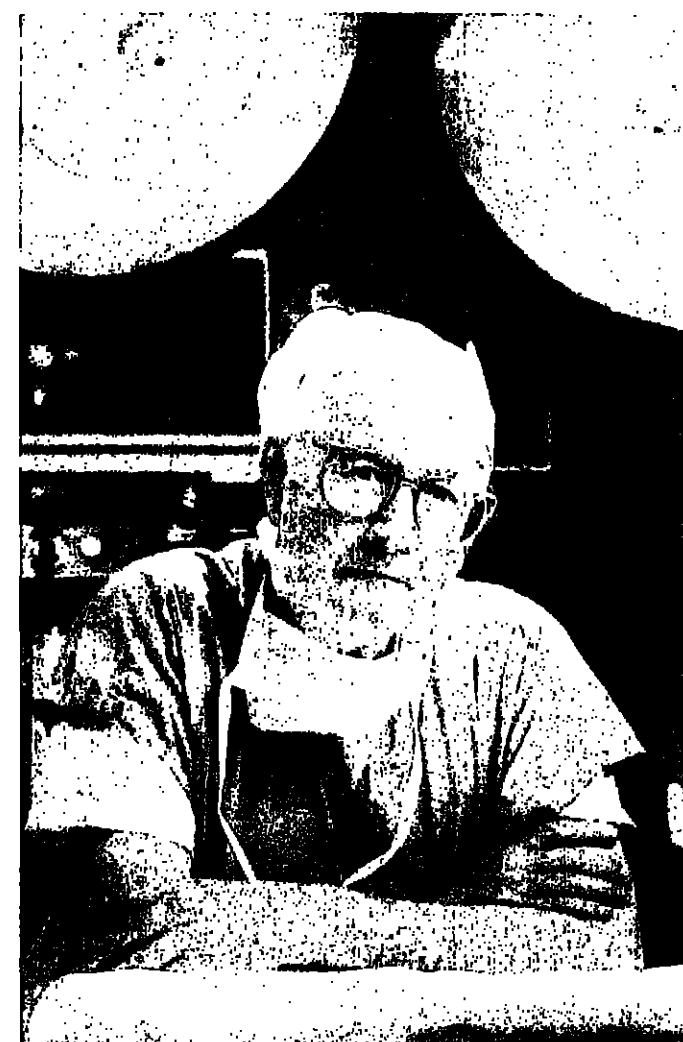
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Kern Wildenthal, president of the University of Texas Southwestern Medical Center at Dallas. He is very committed to the concept of basic research.



Wilhelm R. Delco, chairwoman of Higher Education Committee in the Texas House of Representatives. It is easier to be a philanthropist than a government official.



Robert J. White of Case Western: He supports the bank plan but says there is little proof that transplanted tissue will provide treatments.



D. Eugene Redmond, Jr., of the Yale Neural Transplant Center: "Some feel it is so ridiculous, it would be a waste of time to participate."

As NIH Acts on Bush's Order to Set Up Fetal-Tissue Banks, Even Some Researchers Backing His Plan Question Its Value

By STEPHEN BURD

WASHINGTON

The National Institutes of Health moved last week to set up federal banks for fetal tissue from ectopic pregnancies and miscarriages. But researchers, including some who support the idea, say that many questions remain about whether the tissue gathered will be of any use to science.

Acting on an order from President Bush, the NIH last week announced a new \$3-million grant program for research institutions to run the tissue banks. The NIH will hand out six grants to as many as 24 institutions. Each grant will go to a group of up to four institutions working together to collect the tissue.

Collecting and Testing

A spokeswoman for the National Institute of Child Health and Human Development said that scientists at the institutions would develop a method for collecting the tissue and conduct tests to make sure it is free of chromosomal defects and viral and bacterial infection. They would also test methods of preserving the tissue and establish a distribution system for supplying the tissue to scientists.

Awards will be announced soon after the institute's advisory council sifts through the applications in mid-September. The NIH will assess the usefulness of the bank a year after the program begins and report to Congress.

The White House announced its plan while Congress was considering a bill that would overturn the Administration's ban

on federal support of research involving the transplantation of fetal tissue from induced abortions.

Proponents of the bill, including many biomedical researchers, say that transplantation of tissue from abortions could be important in developing treatments for a variety of afflictions, including Alzheimer's disease, juvenile diabetes, and Parkinson's disease. But President Bush has vowed to veto the bill, arguing that the research would encourage more women to seek abortions.

Override Considered Unlikely

While lawmakers passed the legislation to overturn the President's ban, they probably will not be able to override a Presidential veto, so scientists are scrutinizing closer the Administration fetal-tissue plan.

The President said that plan would allow the research to go on without encouraging women to have abortions.

Researchers at universities that have already set up their own fetal-tissue banks using private funds and those doing limited, permissible research with federal funds have argued strongly in support of lifting the ban and have opposed the idea of a bank limited to tissue from ectopic pregnancies and miscarriages. They say this tissue is extremely difficult to procure, is often genetically abnormal or is susceptible to viral or bacterial infections and ultimately may not be useful for transplantation.

Thomas H. Shepard, a professor of pediatrics at the University of Washington and

former director of a fetal-tissue bank there, said finding viable tissue from miscarriages and ectopic pregnancies for transplantation research was next to impossible.

"In the last two years, I have found only the tail-end of one embryo," said Dr. Shepard. "And I consider myself a world-class embryo finder. Someone just learning to look is going to have a lot of trouble finding anything."

He also said that the mechanics of collecting and distributing the tissue would be

Continued on Following Page

In Bow to Congress, Alexander Delays Issuing Final Guidelines on Minority Scholarships

WASHINGTON

Education Secretary Lamar Alexander agreed last week to delay issuing final guidelines on minority scholarships until the General Accounting Office has studied the issue.

Secretary Alexander acted on the request of members of Congress who fear that, in most cases, his guidelines would bar colleges from offering scholarships that are restricted to students from certain racial or ethnic groups.

Mr. Alexander issued draft guidelines in December that would have done just that. At the time, he said final guidelines would be issued sometime after a public-comment period ended in March. The members of Congress who asked for a delay said the Education Department did not understand the extent and importance of minority

California Colleges Brace for Big Cuts in State Financing

Extensive damage to education is predicted; layoffs begin

By SALMA ABDELNOUR

With California's budget in a free fall, the state's public colleges are bracing for cuts of from 17 to 33 per cent in their funds for the 1992-93 academic year.

College officials warn that the cuts will seriously hurt the education received by the 1.5 million people—11 per cent of all American college students—who attend California public colleges.

Even with the final outcome of the budget uncertain, program cuts and faculty layoffs have started. Last week the 20-campus California State University System sent layoff notices to 1,345 faculty members, of whom 340 are tenured or on the tenure track. Some of the university's 850 management and support staff members who will be laid off received notices as well.

Worst Condition Since 1930's

The problems were brought on by the recession, which has left the state in the worst economic condition it has faced since the 1930's. The most recent figures place its deficit at \$11-billion.

In January, Gov. Pete Wilson proposed an 8-per-cent cut for higher education. But as the budget picture has deteriorated, that proposal seems small compared with the reductions now expected.

College officials are encouraging the state to re-examine its budget priorities and to cut other state programs so that cuts to education could be minimized. But that is difficult to do because most state programs have mandatory financing formulas and so cannot be cut.

The California State University System is expected to face the most serious problems under the new budget. The system receives 95 per cent of its funds from the state.

In the past academic year, the system

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scholarships. They praised last week's announcement.

Conservative groups, which have urged the department to take a hard line on minority scholarships, criticized the delay. They said that minority scholarships violate federal anti-bias laws and that Mr. Alexander must take steps to stop them.

The controversy over minority scholarships has been raging since December 1990, when Michael L. Williams, Assistant Secretary of Education for civil rights, said they were generally illegal. When Mr. Alexander became Education Secretary in 1991, he promised to conduct a thorough review of the legal questions and then to issue new guidelines for colleges to evaluate the legality of their programs.

Sen. Paul Simon, an Illinois Democrat

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Alexander Would Deny Pell Grants to Students to Pay Off Program's Deficit

By THOMAS J. DeLOUGHRY
WASHINGTON

Education Secretary Lamar Alexander has urged Congress to pay for a \$1.4-billion shortage in the Pell Grant program by tightening the eligibility rules and eliminating grants for at least 374,000 students. It appeared last week that Congress would reject several of Mr. Alexander's ideas.

Government officials disclosed the Pell Grant shortage last month. They said they expected 4 million students to receive Pell Grants in the 1991-92 academic year and 4.25 million in 1992-93. Their previous estimates had been 3.7 million and 3.8 million for the two years, respectively.

The news came as Congress began work on spending bills for fiscal 1993. Lawmakers had hoped to increase Pell Grants above the present level of \$2,400, for the 1993-94 academic year, but the shortage has dimmed those hopes and left policy makers scrambling for funds.

Letter to Lawmakers

In a letter to lawmakers, Secretary Alexander called on Congress to pay for the deficit by adopting several cost-cutting measures that President Bush announced in January in his budget request for fiscal 1993. He asked Congress to:

- Tighten the definition of "independent" students so that fewer people can get large grants by claiming to be financially independent of their parents.

- Require colleges to make prorated refunds to the government for unused portions of Pell Grants when students drop out.

- Allow the Education Department to require colleges to verify the accuracy of more than 30 per cent of their aid applications.

- Drop the maximum allowable default rate in the student-loan programs from 35 per cent to 25 per cent and cut off Pell Grants, as well as loans, from the institutions that exceed the rate for three consecutive years.

In January the Administration asked Congress to pay for an expected shortage of \$332-million in the Pell Grant program and requested that lawmakers also increase the largest grants to \$3,700 in 1993-94 from the current maximum of \$2,400. The White House said its plan would cost \$1.2-billion more than the \$5.5-billion appropriated in 1992, and should be financed by adding some new money, tightening eligibility rules, and reducing or eliminating other student-aid programs.

Changes in 'Needs Analysis'

Noting the recent discovery of the larger shortage, Secretary Alexander recommended in his letter that Congress hold the maximum grant at \$2,400 for the 1993-94 academic year. He suggested that lawmakers use \$805-million in savings from the four eligibility changes to pay for the shortage.

The remaining \$406-million of the deficit, the Secretary said, should be paid off in fiscal 1994 with changes in the "needs analysis" system that the government uses to determine who is eligible



David Mertes: "These are innocent students who haven't done anything wrong."



Selena Dong: "It's just ridiculous. All of this is just games."

for aid. Mr. Alexander said the savings could be achieved and still leave enough money to raise the maximum Pell Grant to \$3,300 for the 1994-95 academic year.

The House and Senate appropriations subcommittees responsible for financing the Education Department were reviewing the letter last week. They are not likely to adopt all the measures, since both houses have rejected at least two of the ideas during consideration of bills to reauthorize the Higher Education Act.

Conferees to Decide

The two that have enjoyed some support are the prorated refunds and the cutoff of grants to institutions that are ineligible for loans. Both were included in the House reauthorization bill, but not in the Senate legislation. A final decision on them will be made in a conference of Representatives and Senators that got under way last week.

Mr. Alexander's letter did not say how many students would lose grants under his proposals, but an Education Department official said 4 million would receive grants in 1993-94—a reduction of 374,000 below projected totals.

Student leaders reacted angrily to the strategy of ejecting some students from the grant program to pay for others. "It's just ridiculous," said Selena Dong, legislative director of the United States Student Association. "All of this is just games."

Making it harder for students to qualify for aid as "independent" would penalize many who are struggling to pay for college, she said. The Administration, though, has argued that the current definition is too loose and has allowed many middle-income students supported by their parents to claim they are independent and needy.

The proposal says that unmarried students must be 26, rather than 24, to qualify automatically as independent. It says that those who don't meet the requirement must have at least \$6,000 a year in

earnings, which is stricter than the current requirement of \$4,000 in income, gifts, and student aid.

Ms. Dong noted that President Bush had proposed last month to use the savings from a change in the independent-student definition to provide loans to students who attend college less than half-time.

"You can't do both," Ms. Dong said.

David Mertes, chancellor of the California Community Colleges, faulted the Administration for proposing to deny Pell Grants to institutions whose former students have defaulted on student loans. The measure could end grants to

Amid Skepticism, NIH Begins Bush's Fetal-Tissue Program

Continued From Preceding Page

lecting the tissue from those sources were much more difficult than collecting tissue from abortion clinics. "You've got to get cooperation from everyone up and down the line—the obstetrician, the mother, the nurse in the emergency room, and the doctor's office, and then all of the various people who work in these places have to call you in at the right time," he said.

Difficult to Obtain

Scientists at Yale University's tissue bank considered trying to collect tissue that did not come from abortions, but after some study ruled it out as unfeasible. Said D. Eugene Redmond, Jr., director of the Yale Neural Transplant Center: "Knowing the tissue has little value and realizing how much it would cost to have a five-man team on call 24 hours a day to collect the limited samples, we decided it just didn't make any sense for us to pursue it."

Even some researchers who support the Bush plan acknowledge that tissue that is not from abortions will be difficult to obtain and may not be useful. But they say that ethical and moral concerns about using tissue from fetuses from induced abortions far outweigh practical concerns. "It may be a lot easier logistically to get viable cells from an induced abortion," said D. Alan Shewmon, an associate clinical professor of pediatric neurology at the University of California at Los Angeles Medical Center. "But this

approach is a lot better than people scavenging around the back hallways of abortion centers."

Dr. Redmond of Yale said tissue from those sources might not be useful at all to patients of Alzheimer's and Parkinson's disease. He noted that researchers needed living brain cells from fetal tissue for transplantation. In miscarriages, he said fetuses generally die while still in their mothers' uteruses, and tissue from those fetuses would be unusable because it would have been dead for a long period of time.

As for other miscarriages, the fetus would technically be alive, so researchers would have to kill it to obtain viable tissue, he said, posing more serious ethical questions than using tissue from induced abortions.

'It's Been Overblown'

A proponent of the Bush fetal-tissue bank, Robert J. White, a professor of neurosurgery at Case Western University Medical Center, said Dr. Redmond might be correct in saying that the neural tissue from miscarriages and ectopic pregnancies may not be useful. But Dr. White added that there had been little evidence to prove that transplanting fetal tissue into the brains of Parkinson's patients would provide treatments and cures. "I think it's been overblown as it relates to treatment of neurological conditions," he said.

He said a more promising development from the banks being set up is the possibility of creating self-

replicating fetal-cell lines, which are frequently used for testing drugs, vaccines, and therapies.

Others supporting the fetal-tissue bank, like Maria Mischejda, associate research professor at the Internal Center for Interdisciplinary Studies of Immunology at Georgetown University Medical Center, however, do think that the tissue from those sources hold the same "great promise" as tissue from induced abortions.

Opponents May Seek Grants

She said that tissue from those sources might be safer to rely on than tissue from abortions. "With current technology of birth control improving, the number of abortions may decrease a lot in the future. What will be available may only be a fraction of what we have now," said Dr. Mischejda.

Opponents of the fetal-tissue bank say that despite their opposition, they may still apply for the NIH grants to set up the bank. Dr. Shepard said his institution would probably apply for the grant because researchers there have the expertise to look for the tissue.

Scientists at Yale University are debating whether to apply. Said Dr. Redmond: "Some feel it is so ridiculous, it would be a waste of time to participate. But others argue that we are among the best places to evaluate the feasibility of the tissue."

He added that Yale would insist on continuing to conduct transplants with tissue from induced abortions that had been paid for with private funds.

Government & Politics

42,000 students who attend the 41 California community colleges that have default rates above 25 per cent, he said. Those campuses account for 5,000 student loans each year.

"These are innocent students who have not done anything wrong," Mr. Mertes said. "The Pell Grant is the vehicle that's going to move people from lower socioeconomic backgrounds to higher education," he added.

Unpopular on the Campuses

College officials said they also opposed the proposals for prorated refunds. They said that requiring the refunds—even when students drop out too late in the semester to be replaced—would be unfair to colleges.

The suggestion that the Education Department could save \$187 million by requiring aid officers to review more than 30 per cent of aid applications was also unpopular among campus administrators. They said it would create work for them without guaranteeing any savings.

Brian K. Fitzgerald, staff director of Congress's Advisory Committee on Student Financial Assistance, said the only way to save so much money would be to have aid administrators thoroughly investigate 100 per cent of the applicants. Many of the searches would not be fruitful, he said, because some of the most important pieces of data—like the number of an applicant's siblings enrolled in college—are often impossible to verify.



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THE CHRONICLE OF HIGHER EDUCATION

Section 2

June 17, 1992

A 'Factory' for Scholarly Journals

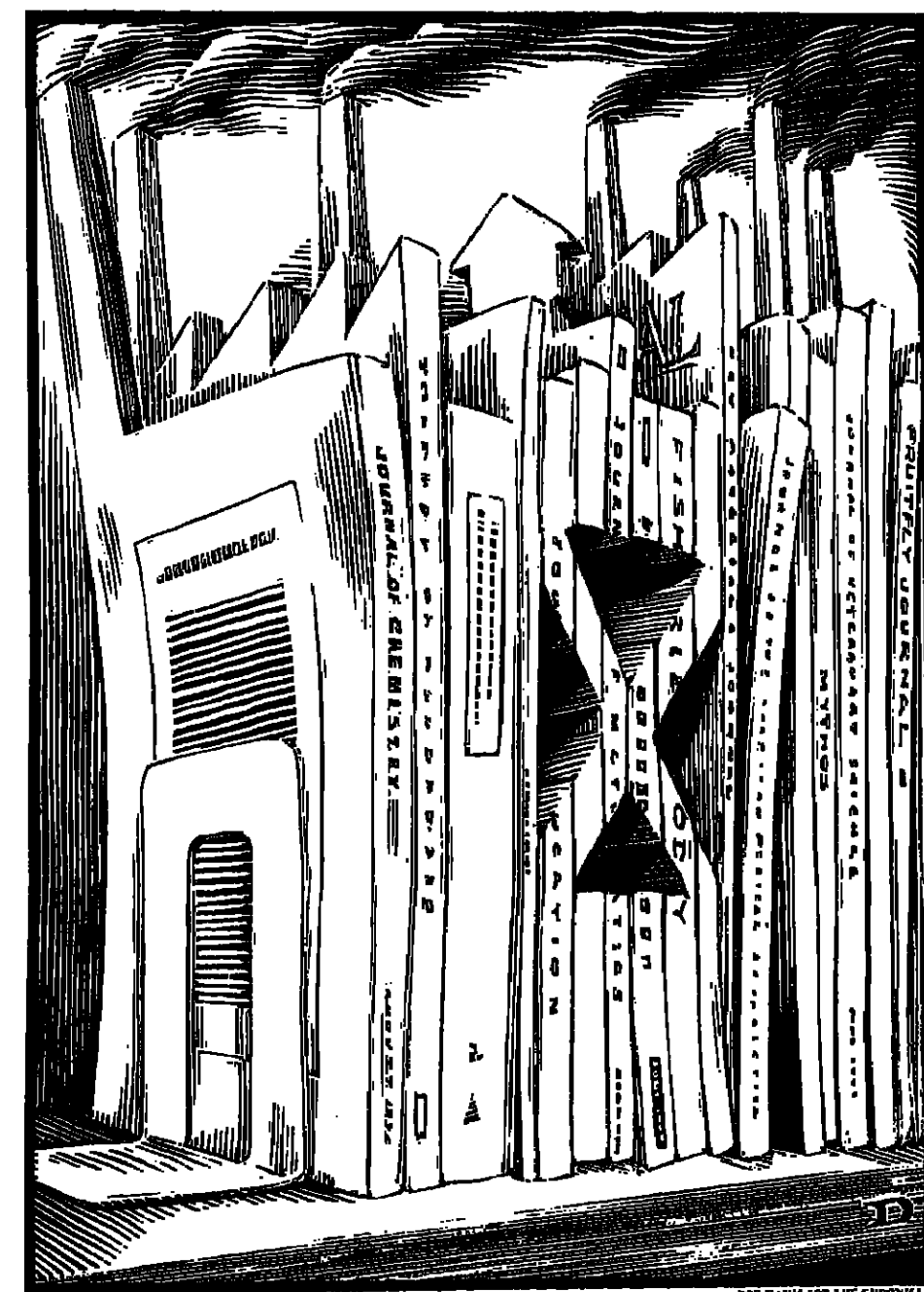
Joint venture could cut costs and lead into the electronic era

By Richard M. Dougherty

IN A 1989 Point of View article in *The Chronicle*, I urged universities to become more active as publishers of the research produced by their faculty members. By doing this, I suggested, they could regain control of university-produced research, hold in trust the copyrights on research published by scholars, make top-quality studies available through university networks, and insure that information was available at affordable prices. Since that article appeared, more individuals and groups have begun discussing such options, but few, if any, are doing anything concrete.

That is probably because we are not sure what to do next. The high visibility of computers and electronic networks leads many to hope that the era of electronic publications is just over the horizon. But, in truth, we will probably have to struggle with the existing publishing system for another decade or more.

And the cost pressures in that system are not abating. A small but influential group of commercial publishers continues to hike subscription prices substantially for their journals every year. And in fiscal 1991-92, the subscription rates charged by some scholarly societies and associations reflect big-time price increases (e.g., the American Chemical Society increased the price of its periodicals an average of 19.6 per cent, the American Medical Association



rangements are only "finger in the dike" solutions.

Beyond increasing libraries' budgets for periodicals, academic administrators have done little to change the existing publishing system. Those who are taking no action because they fervently hope that a technological fix is near at hand should consider

■ The general reluctance of researchers and scholars to accept electronic data as acceptable substitutes for the printed record.

■ The lack of workable licensing arrangements to cover distribution and access to electronic products. Publishers have not agreed on formulas for calculating royalties and methods for collecting them when publications are called up on electronic networks.

■ The need to resolve concerns about protection of intellectual property, privacy of communication, and safeguards to insure the integrity of data. Reported breaches of the privacy of electronic communication are becoming routine. Researchers also are worried that data in electronic formats could be altered without the authors or readers knowing that tampering had occurred. While it is true that encryption might ameliorate that concern, such safeguards are not yet widely available.

Perhaps most important, we need to decide who is going to pay for setting up electronic-publishing systems. (Electronic publishing is still most notable for being a splendid way for a publisher to spend a lot of money quickly.)

Since we are years away from an era in
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OPINION

THE ROAD TO GRADUATE SCHOOL

Escaping From Cold-War Detroit: the Origins of an Academic Life

By Joel J. Gold

A FEW MONTHS AGO, as I turned south on the four-lane highway that runs between Indianapolis and Bloomington, Ind., I recalled the first time I made this trip—midsummer 1958. Escaping from Detroit in those cold-war days, I was relieved to be trading the prime-target Motor City for the backwaters of Monroe County and my first year of graduate school.

Once in Bloomington, I had quickly become immersed in the English program at Indiana University, stumbling through courses on bibliography and research methods, reading all of Boswell's journals, and editing a sonnet for a Milton seminar. ("Not bad, Mr. Gold. Outside of half-a-dozen textual errors in 14 lines, this is a pretty good job.")

I was soon too absorbed in my studies to worry about The Bomb. Besides, who would drop bombs on Monroe County? By the time I spotted on my state map a large area labeled "Crane Naval Ammunition Depot" within striking distance—literally—of downtown Bloomington, I had achieved a cool Augustan balance with just a dollop of Dr. Pangloss: This was the best of all possible worlds.

At the time I began my graduate studies, I had no clear idea what my life would be like. As an undergraduate at the University of Missouri, I had conned the dean into accepting an enterprising program—a soci-

ology major with a concentration in creative writing—as legitimate. The pseudo-logic I had sprinkled on that nodding administrator allowed me to enroll in all the neat sociology courses like Criminology, Race Relations, and Social Disorganization, while avoiding the killers like Statistics and Methods.

By the same token, I managed to take twice as many English courses as sociology courses but to escape the Cavalier Poets

only just avoided auditioning for a job that would have required me to dress as an overblown bumpkin and, a stalk of hay between my teeth, read the Sunday funny papers on a Jefferson City television station.

Instead, I wound up writing copy for a Detroit advertising agency. Two years of squeezing words into small spaces were followed by one as a detail man for a pharmaceutical company, calling on physicians

within a three-mile radius of downtown Detroit. He would have preferred me to display an intimate knowledge of doctors and drug stores in the area. Clearly, he was not a sociology major with a creative bent.

When I found that I was spending my free time reading the complete works of Thomas Hardy and my business hours slipping into graduate English courses at Wayne State, I decided to go back to school. A generous sociology professor in Missouri was willing to recommend me for a Woodrow Wilson Fellowship even if I went into English. (Or maybe it was "only if." I forget.) Since the national director of the Woodrow Wilson program was in Ann Arbor, he invited me to drive over from Detroit for an interview.

On the way, I tried to recall everything I could from my English classes. Unfortunately, five or six lines in iambic pentameter extolling the exploits of the Mountain Men were unlikely to clinch a free academic ride. I arrived in Ann Arbor mildly catatonic. Efforts by the national chairman and an affable professor of German to put me at ease had exactly the opposite effect.

"Who is your favorite author?" the chairman asked. I was pretty sure "John Neihardt" was not the right answer, although it would at least have allowed for some kind of response from them. For the life of me, I could not think of any other author, living or dead, American, English, Russian, or Icelandic. Eventually, those gentle men guided me to what magazines I read. When I mentioned *The Saturday Review*, the chairman asked about a recent piece by John G. Sweeney, "How Does a Poem Mean?" which I had read and could remember, and the road to graduate school smoothed out before me. (Later I decided that they must have made up their minds in advance: I wouldn't have accepted such a klutz.)

IN A CROWDED Volkswagen beetle, my wife and I and our year-old daughter moved to Bloomington, with its surrounding limestone quarries and old-fashioned central square where the county courthouse still stands. After the hustle and bustle of Detroit, we settled comfortably into the quieter life in Bloomington. We liked the cluttered store near the old Von Lee Theater where you could buy the Sunday *New York Times* late Sunday afternoon and gossip with other graduate students and professors picking up their newspapers. We made occasional stops at Piggy's Liquor Store, with its large pink pig hanging in front.

The English Department at Indiana offered a full range of professorial types, from the quiet and retiring to the prima donnas. I think the fact that I didn't have to sell any of them on the virtues of Acromycin or Stresscaps made me comfortable in their classrooms. I rather enjoyed the terribly shy fellow who would never look directly at students. He would stare at the wall, the door, the ceiling, anywhere, to avoid us. I cherished the Augustan scholar who thought for a moment when another graduate student and I, sipping beers with him in a campus hangout, asked what we might call him. "I think," he said, with only a hint of irony, "Your Eminence" has a nice ring to it."

A few of the professors bored me. One kindly, harmless soul used to read to us in a



DRAWING BY VIVIAN SUGAT HINMAN FOR THE CHRONICLE

and Eighteenth Century Prose and Poetry. Instead, I sat at the feet of John Neihardt, poet laureate of Nebraska, as he read his epic poem about Jedediah Smith and the other Mountain Men. And I wrote a lot of bad short stories for credit—academic, not literary.

After I had completed what could only facetiously be termed my "undergraduate education," I applied for several jobs for which I was spectacularly unqualified. I

in the area around Wayne State University and urging them to prescribe "my" drugs for their patients.

On wintry days I used to shiver in my parked car instead of making my daily sales visits. My fiction writing, never very good at Missouri, grew markedly better as I conjured up imaginary visits to doctors. My company's regional manager, who arrived one day to make the rounds with me, was not sufficiently impressed by my inti-

MÉLANGE: COMMENCEMENTS 1992

Fostering Grown-Up Citizens; the Danger of Indifference; Learning From Our Cities; Loving Students as Learners

ONE OF THE THINGS you can do is to vote. If any of you complains about your government and you don't vote, you deserve what you get.

Another thing you can do is be a grown-up citizen. When I say a grown-up, I don't mean anything that has to do with your age. . . . But if we don't want our national debate to be dominated by questions as unimportant as who was unfaithful to his wife and who wasn't, then we have to disregard those questions and move on from there. And if we don't want a puff on a joint of marijuana to determine who will be our leader, then we shouldn't pay attention to that either, and move on from there. We have to demand from the press that they tell us more about the positions of our candidates and less about their peccadilloes. I promise you that in the last analysts we will give you what you want, and if you insist on good coverage, you'll get good coverage. If you insist on happy talk, you'll get happy talk.

—Nina Totenberg, legal-affairs correspondent for National Public Radio, at State University of New York at Stony Brook

WHY ARE PEOPLE indifferent? Don't people understand that indifference is probably the worst plague that exists in life? It is worse than despair. Despair is a beginning. Despair can inspire you to create great works of art,

music, literature, philosophy, theology. Despair evokes compassion, but indifference is the end. There is nothing beyond. . . .

What is education, what is life, what is friendship, what is love, what is beauty, what is joy, if not our own impulse, our own pulsation, our own protest against an indifferent society, against an indifferent world that you now are called upon to conquer, not with violence, but with words; not with cruelty, but with compassion; and surely not with hatred, but with a sense of exaltation.

—Elle Wiesel, writer, at Susquehanna University

AMERICA'S CITIES are the great integrators of our people, of the new immigrant from Laos, Haiti, or Nicaragua along with the old immigrant from Poland or Italy, Ireland or England. Cities bring us together and teach us new ideas and new possibilities. They teach us to live with one another; they permit us to see close up what we all share of the human condition, of its virtues, its vices, and its variable genius for everything from baking to poetry. . . .

We seem as a nation to have fallen into cynicism and apathy; drift seems our only response to what ails us. On our urban frontiers we give way to a greater and greater divide between those who can make choices in their lives and those who cannot. In this direction lies an American South Africa,

separated out into camps: To one side, the prosperous and choosing; to the other, those for whom there is no chance of prosperity and little to choose from. Our cities in this bleak vision will be the Sowetos of our South Africa: segregated, impoverished, disordered, and without much hope. . . .

This need not happen; we have it in our power to stop it, you and I. . . .

I charge you, then, with the care of our cities and of their citizens. Athens, said Thucydides, was the teacher of Greece. Our cities, too, teach the glory and promise of America. In forsaking them we forsake the hope of our democracy.

—Tom Gerety, president of Trinity College (Conn.), at the college

LOVE OF LEARNING is a phrase that slips easily off the tongue. It is harder to recognize the love that faculty bear for students when as teachers they struggle, year after year, to teach well, to grow with their field, to care even when students are sometimes indifferent.

In the final analysis, however, when a student knows that she or he is deeply valued, cared for, and yes, loved as a learner, then, and maybe only then, can a student become liberally educated.

—Paula P. Brownlee, president of the Association of American Colleges, at the University of Rochester

OPINION

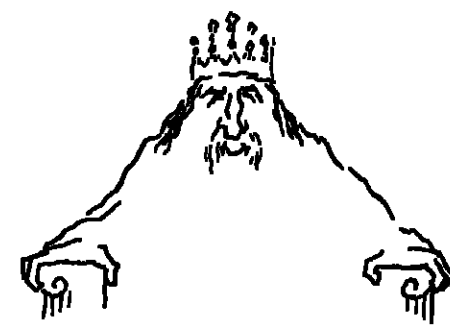
OPINION

sonorous voice line after line of Romantic poetry. He even required us to memorize long patches of "Tintern Abbey." Many a morning did I nick myself shaving when, glancing at the text, I explained to the bloody, soapy face in the mirror how I had learned "to look on nature, not as in the hour of thoughtless youth." I recalled him some years later when the department invited Ph.D.'s "at least five years beyond the doctorate" to nominate the best teachers they had encountered.

I dutifully sent off my list—the shy one, "His Eminence," and a few others who had really pushed me. We were also encouraged, if we wished, to note the worst teachers (to be kept confidential, of course). Such a hit list seemed unfair revenge, and I ignored the request. But I figured that anyone who made my memorize Romantic poetry would figure prominently. When the department named the professors most often cited as the best, I was not surprised to find most of my choices among them. But what startled me—and probably provided a much-needed prod of humility in that hour of thoughtless youth—was the appearance on the "10 best" list of the top name in my worst-professor category.

I suppose every English department boasts of a legendary annotator of student papers. At Indiana it was an unworldly Spenserian who would fill the margins of your essays on *The Faerie Queene* with long disquisitions in the most garish shade of red ink imaginable. You might eventually discover an A- at the end, but the shock of seeing blood on every page left indelible scars.

We knew that he scrutinized our footnote references—went back to the originals, checked all the books and articles from which we had quoted, and marked even a misplaced comma or a missing letter. It was accepted as gospel among the graduate students that he went after sources you had found on microfilm, threading the film himself and winding away until he located your quotation.



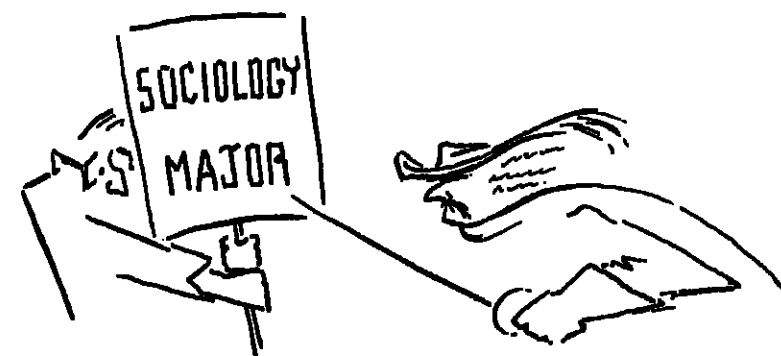
Whereupon he could almost always show that you had been in Error's Den. A little red squiggle would remind you that it was not only the Redcrosse Knight who needed to be careful. Mind you, nobody I knew at Indiana had found such a squiggle beside a quotation taken from microfilm material, but everyone knew somebody who had.

We revered this professor. Even when he appeared every year at the department picnic dressed, not like all the other faculty members in slacks and sweater, but rather in the same blue suit and tie he wore to class every day, he merely entered more deeply into our mythic consciousness.

My Milton professor, an executive secretary of the Modern Language Association, used to offer 50 cents for any error we found in our anthology, one edited by a fellow Miltonist at another Big Ten university. The scuttlebutt among graduate students was that our professor would collect these examples and then

bundle them off to the editor accompanied by a pleasant little note, along the lines, I assumed, of my own little "Outside of half-a-dozen textual errors . . ." critique.

In my final semester, racing to finish my



dissertation, I spent most of my waking hours in my office analyzing Samuel Johnson's translation from the French of the travels of Father Jerónimo Lobo, a Portuguese Jesuit, in Abyssinia.

One afternoon, hunched over my old manual typewriter, I sensed a presence in the doorway. Someone was staring at me. I finished the sentence I was composing before I looked up. There, watching me with a benevolent smile on his face, was my

beaming at me. "Just carry on as you were."

Anyone who has ever been a student will realize how impossible such an instruction was. I was paralyzed. "Is something wrong, sir?"

"No," he said, coming slowly out of his reverie. "I was just thinking that even though you don't know it, these are the happiest years of your academic life." He paused benignly, pleased with his pronouncement.

"Yes, sir," I said and turned back to Father Lobo. My visitor stood in the doorway a little longer, sighed, and repaired to his own office next door, there to do Lord knows what in his long-fallen state.

He was wrong, of course. My academic life got better and better. But then he'd never spent a cold afternoon in a Detroit parking lot concocting a list of imaginary doctors.

Joel J. Gold is professor of English at the University of Kansas.

Creating a 'Universal Journal Factory' for Scholarly Publishing

Continued From Page B1

which electronic journals serve as the bulwark of the scientific/scholarly communication system, what we need now is a short-term strategy, a bridge between the libraries of today and the electronic campus-information systems of the future. I believe that universities can play an active role in such a transition by banding together to organize and operate a non-profit corporation whose principal mission would be publishing and distributing scholarly journals in printed form. For lack of a more felicitous term, I think of this venture as the "Universal Journal Factory." The venture could consist of either one corporation for journals in all fields or different groupings of institutions for journals in different fields of research. At this point the structure is less important than the concept of more aggressive university intervention.

Such collaboration is not unprecedented; universities have worked together for years through consortia organized by the National Science Foundation—the NSFNET, for example. Moreover, the climate for entrepreneurship in and among universities has grown as they have formed non-traditional partnerships with private industry and state economic-development agencies. And universities are blessed with talented people who have the business smarts to assist universities in becoming publishers and distributors of information.

How would the Journal Factory work? First, it would be organized to insure the tradition of rigorous vetting of research through peer review, and its publications would be produced and marketed so as to take their rightful position among the ranks of prestigious journals. The new journals would not be the 1990's version of the minor-league departmental publications of previous decades. The Factory would be committed to efficiency but also would adhere to the high standards of traditional scholarly publishing.

THE CORPORATION's publishing operations would embrace a variety of disciplines. The finished journals would be sold to the traditional markets: libraries, laboratories, and individual subscribers, but at reasonable prices. The corporation's financial plan would be structured so that after the initial start-up investments, the operations would become economically self-sustaining.

During the initial stages, the Journal

Factory would function very much like traditional journal publishers. Its products would be printed journals. But the Factory would be building the capacity, by also storing the printed information electronically, to produce and distribute products in an electronic format—when the conditions exist that justify the expense. For example, researchers in a subfield of biogenetics might decide to forgo some print publications in favor of electronically formatted ones once they were linked in a computer network and had agreed to accept electronically vetted information as the official basis for academic rewards. Of course, the funds necessary to pay the extra cost of having information available in an electronic format would have to be available.

ON THE OTHER HAND, architects might find the use of electronic products undesirable, aesthetically and economically, because it is more expensive to reproduce pictures, blueprints, and drawings electronically; therefore, electronic journals in that field may not become viable until the next decade. Most important, the Factory would design its operations so that the conditions necessary to insure high-quality products and economic viability were in place before taking the "electronic plunge."

True, the Journal Factory would be an ambitious undertaking. Universities themselves would have to help promote the idea, encouraging their researchers and faculty members to work with this new publishing venture as authors, editors, and readers.

One obvious and central question is: Who would pay for the Journal Factory, particularly during this recessionary period? Nothing is going to happen unless the stakeholders, universities as well as the federal agencies that support research—the NSF, the National Institutes of Health, and the Department of Energy—step forward with their checkbooks. We are talking about a multimillion-dollar investment, but if enough institutions participate, the per-institution contribution would be reduced; moreover, the contribution could be spread over the initial start-up years. I believe the major research players might agree to participate because they realize that the present publishing and communication system, although it has served us well for a long time, is no longer working in our best interests.

The Journal Factory might produce

many benefits, some short-term and concrete, others long-term and hard to quantify. The Factory would:

- Create more price discipline in commercial publishing by creating non-profit competition.

- Increase the purchasing power of existing library budgets by charging more reasonable prices for its publications.

- Enable a university to hold in trust literary property rights, to help insure affordable access to electronic information when it is distributed via networks.

- Facilitate stronger alliances among campus units, such as libraries, university presses, and computing centers, that are directly involved with the production and dissemination of information, thus contributing to the creation of a new information infrastructure.

- Provide an interim strategy allowing universities to carry on traditional scholarly communication until electronic publishing is firmly in place.

- Insure that electronic products—i.e., single copies of articles retrieved from electronic data bases, electronically produced and distributed pre-prints, or electronic abstracts—are made available as soon as reasonably priced technology and the demand for such products materialize.

- Promote greater consistency of electronic products, i.e., wider acceptance and use of standards, which some publishers are beginning to adopt when typographically encoding manuscripts.

The existence of a university-owned Journal Factory would enable universities to regain control of scholarly communication, over which they now have too little control. The Factory might not be permanent; it might only serve as a transitional bridge into the era of electronic (digitized) libraries. But we need immediate relief from escalating journal prices, and we need an organization that will help universities better control their contributions to scientific, technical, and humanistic information in a variety of formats. While we have the expertise, and we can find the money if we really desire change, the question remains: Do we have the will to seize the opportunity?

Richard M. Dougherty is professor of information and library studies at the University of Michigan and formerly was director of the university libraries.

LETTERS TO THE EDITOR

The Tensions Between Teaching and Scholarship

TO THE EDITOR:
I strongly disagree with Bryan Barnett's premise that "Teaching and Research Are Inescapably Incompatible" (Point of View, June 3). His commentary unfortunately contributes to the perpetuation of two of higher education's most enduring myths. Both the real and imagined excesses of the publish-or-perish syndrome and the natural tensions between teaching and scholarship have been repeatedly aired by both the popular and professional press. I do not believe that the bifurcation that Mr. Barnett describes in his piece is a valid remedy.

I concur with Mr. Barnett that heavy teaching and advising loads do severely limit time and energy available for scholarly activity. And yes, many institutions, save the flagships, do not have the facilities and support services to mount major scholarly efforts. World-class, mega-dollar research activities are out of the question for the majority of faculty serving teaching institutions. Acknowledging these conditions does not automatically establish a mutually exclusive relationship between teaching and scholarship.

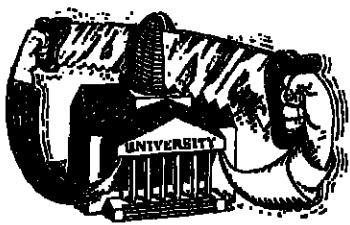
On the contrary, I would submit that there is a potential for a symbiotic relationship. In fact, scholarship should be one of the defining characteristics that distinguish college and university faculty from their teaching colleagues working in other educational venues. Long-term teaching without the support of some complementary amount of scholarly activity places the individual faculty member at some risk of becoming a passive conduit of increasingly dated material. Such instructors are at greater risk of perishing intellectually than they are with respect to their employment. This may be particularly true for faculty at smaller institutions where the stimulus from knowledgeable peers within their discipline is not readily accessible. I further submit that faculty need more than periodic conference attendance and reading to remain intellectually alive within their disciplines.

A modest amount of time devoted to writing for publication or preparing a conference presentation provides opportunities to grow within one's discipline and to keep the intellectual juices flowing. Even the iso-

lated member of the one-instructor department can find meaningful opportunities to contribute to the growth and refinement of her/his discipline. Finally, I submit that faculty, tenure and promotion review committees, and administrators can strike a complementary relationship between teaching and scholarship. Working together they can successfully recalibrate personal and institutional expectations to accommodate their local realities.

W. PATRICK LEONARD
Vice-Chancellor for Academic Services
Purdue University
North Central Campus
Westville, Ind.

TO THE EDITOR:
Bryan Barnett's commentary... makes valuable observations about human-resource issues facing univer-



ROBERT MOULE

sities. As both teaching and high-productivity research are labor intensive, it is nearly impossible for individuals to excel in both domains.

I have difficulty with the premise implied in his title, however. There are two areas in which teaching and research seem inescapably wedded: teaching undergraduates to do research and conducting research on teaching.

Undergraduate teaching is not only about preparing generally well-educated students through the core curriculum, it is also about preparing students with disciplinary-based expertise through the major. Many majors require training in the research methodologies of the field, and courses that appear as mere excuses for professors to indulge their own research interests may be valuable to the advanced student because they bring the research process into high relief. Research with undergraduates is valuable to students not only because they get hands-on experience but obtain credentials that help them in gaining admission to graduate and professional schools.

Research on teaching would seem most valuable if it is informed from conceptualization to analysis by those who define themselves as teachers.

As university faculties and administrations seek a new balance between teaching and research, they might profitably look at institutions where a balance has already been struck—liberal-arts colleges. Although research at the typical liberal-arts college may be leisurely by university standards and at levels of productivity and esoterica that would not impress university tenure committees, it does go on, often involving undergraduates substantially as co-investigators. One could also note that many articles in journals emphasizing research on college teaching such as *Teaching of Psychology*, *College English*, and *Journal for Research in Mathematics Education* are authored by liberal-arts faculty.

ASHTON D. TRICE
Assistant Professor of Psychology
Mary Baldwin College
Staunton, Va.

TO THE EDITOR:

... As a teacher in a liberal-arts college and active author in my field, I must protest the prominence *The Chronicle* gave to such an uncircumpect essay. The most obvious fact missed by its author is that teaching and creative disciplinary activity ("research") are separate in American education—teaching in elementary and secondary schools and in community colleges, and creative disciplinary activity in four-year and graduate institutions. An attempt to duplicate the elementary and secondary apparatus in the universities may further an administrative imperialism on the part of the universities, but it would not lead to pedagogical advances.

Bryan Barnett complains of "persistent deficiencies in primary and secondary education" that create the need for more teaching in the universities; but it is precisely at the primary and secondary levels where the separation he advocates has issued in a general killing of student curiosity and inquiry.

The American higher-educational system, which has resisted the separation, is recognized throughout the world for its quality. Why be-

Eurymachus' wrath boiled over...



THE CHRONICLE OF HIGHER EDUCATION



MONEY HUB

grade our system one of its successes?

Mr. Barnett even objects to the inclusion of a specific course, German 454, "The Seduced Maiden Motif in German Literature," in a university curriculum. "The unmistakable message" of such courses, he complains, "is that the faculty thinks students should master whatever it is the faculty finds interesting enough to study." A specialized fourth-year course is obviously not the only kind to be found in an optimal curriculum, but such an outgrowth of specialized inquiry is precisely an offering that should be available, and available precisely because a faculty member is interested in its topic. Why begrudge students the chance to catch the contagion of an intellectual enthusiasm held by a professor?

The problem threatened by recent developments in the academy is not the marriage of teaching and specialized creativity but the divorce of undergraduate students from the processes of scientific and artistic productivity. The solution is to be found in giving professors who are over-committed to disciplinary activity more time and opportunity to teach and in giving professors who are over-committed to teaching more time and opportunity for their disciplinary pursuits. A worsening is threatened by the recipe-knowledge textbook, the lecturer who cannot speak from first-hand experience, and proposals for institutionalizing both in "teaching" departments.

ANTHONY J. BLASI
Associate Professor of Sociology
Muskingum College
New Concord, Ohio

The English department at Columbia U.

TO THE EDITOR:

Dorothy Parker once remarked of a book she had been asked to review, "It was written without fear—and without research"; a remark I believe worth pondering in light of the recent article in *The Chronicle* ("A Leading Feminist Literary Critic Quits Post at Columbia, Citing 'Impossible' Atmosphere," May 20), and the events in back of it. Carolyn G. Heilbrun may choose to disregard the professional rules of confidentiality that must govern the university's tenure process, but it is surprising that *The Chronicle*, presumably versed, as the popular press is not, in such rules and the reasons for them, should follow suit and name names in recent tenure decisions in the English department at Columbia University, serving no good save whatever aspirations *The Chronicle* entertains for tabloid fame and format.

TO THE EDITOR:

In reading your article on Carolyn G. Heilbrun's retirement, I was par-

It is one thing for the junior faculty members involved in a tenure decision to solicit outside attention to their cause; it is another for the senior faculty members involved to call attention, favorable or otherwise, to them. Moreover, *The Chronicle* selected heavily from the information gathered on the Heilbrun "quitting" (Professor Heilbrun, in plain fact, retired) in interviews with other members of the English department on this subject.

It is worth noting that the vast bulk of gender- and feminist-oriented dissertations in this department are not done under Professor Heilbrun's supervision, but under that of other feminist scholars on our staff. Over the last five years, moreover, this department has appointed a series of scholars at the tenure level, male as well as female, open to and supportive of gender-oriented research and dedicated to creating a better gender climate in this department—most notably, department Chairman David Scott Kastan, Jean F. Howard, Gayatri Spivak, and Robert Ferguson. Professor Heilbrun, who has elected to attend few departmental meetings and to talk little with her colleagues in the last five years, may be unaware of these changes, but I, who have myself been here since 1974, am not.

Essentialism, whether of race or gender, whether male or female is nature—the belief that whatever one sees or chooses to see out one's own window is *ipso facto* the world, that there is no intelligent dissent or opposition, just (at best) misguided persons in flagrant error, that any one person can speak *ex cathedra* for a diverse group—is a pernicious doctrine; a feminism incapable of self-criticism is to my mind as suspect and harmful as any other form of self-serving dogma, and as a feminist I feel obligated to question such notions when they appear in arenas like *The Chronicle*, that are clearly influential. News is news, but I regret that *The Chronicle* did not see fit to honor either the standards of the university designed to protect (in this case) its junior faculty, nor the obligation of journalism to accurate and comprehensive coverage. Nonetheless, the incident is a part of this department's tradition of open debate and creative disagreement—we are, after all, New Yorkers—and we will, I am confident, be none the worse for it.

ANN DOUGLAS
Professor of English
Columbia University
New York City

OPINION

OPINION

ticularly intrigued by your reporting of David Damrosch's explanation of the admission process for the English department's Ph.D. program. Apparently he explained that "the recommendations of scholars who wrote lengthy evaluations of their students' work weighed more heavily than those who wrote short reviews, as ... Ms. Heilbrun had done in some cases."

I am reminded of the "throw 'em down the stairs" method of grading, where the longest, thus heaviest, essays get A's because they land at the bottom. I hadn't realized it was now being used for admission to prestigious graduate-degree programs.

Perhaps Mr. Damrosch could further update this somewhat cumbersome method by computerizing it. His secretary could feed application packets into a print scanner that counts words. It should be very cost effective.

CARA CHELL
Senior Academic Planner
University of Wisconsin
System Administration
Madison, Wis.

Counseling services deserve federal support

TO THE EDITOR:

The Bush Administration, as reported in *The Chronicle* ("Bush Administration Again Vows to Veto Student-Aid Legislation," May 20), opposes the Higher Education Act reauthorization legislation now in conference on Capitol Hill, including two provisions that would improve counseling and information services available to students. One is the Model Program Community Partnership Counseling Grants, which Education Secretary Lamar Alexander suggests will duplicate Trio programs.

These grants would not duplicate Trio programs. They are geared to address a broader base of students in the general school population. The students affected would be in schools and school districts with few or no resources to develop effective programs of pre-collegiate guidance and counseling without substantial assistance. Usually, these districts are the ones most in need of such services, in cities and rural areas with large populations of low- and moderate-income families.

The Administration also opposes Technical Assistance for Teachers and Counselors because this would help counselors to perform an integral part of their existing job. What are any of the training or program development provisions for teachers, librarians, and other educators established for, if they are not to enable

these professionals to do a more effective job? Student-financial-aid administrators and others already receive training in financial-aid programs by the federal government. Does the Administration oppose that training? It appears not.

In communities all over the country, those who are underserved become the underrepresented in higher education. The training provided to counselors and teachers by this provision will fill a gaping void that must be corrected if our poverty-stricken cities and rural areas are to be revitalized. Will we learn anything from the discontent so vividly demonstrated by recent events? In this instance, we know what to do, but we need the resources and programs to get on with the job. The Bush Administration needs to be part of the solution. The elimination of resistance to improved counseling and information services would be a good first step.

DANIEL J. SARACINO
President
National Association
of College Admission Counselors
Alexandria, Va.

Community activists and academic research

TO THE EDITOR:

Peter Marris's article on "How Social Research Could Inform Debate Over Urban Problems" (Point of View, May 20) was right on target in capturing the contradictions, dilemmas, and tensions between social-policy researchers and community reformers—people who are on the front lines trying to address pressing needs. For three years I have been a co-coordinator, along with Doug Gills of Chicago's Kenwood-Oakland Community Organization, of a Policy Research and Action Group (PRAG) that has sought to bring researchers and community practitioners together to address urban-policy issues. The group has also functioned as a progressive think tank where the researcher/community activist tensions described by Marris can be openly addressed and harnessed to bring about changes in the quality of urban life.

One underlying purpose of the PRAG has been to increase the effectiveness of the ... research and policy work done by researchers and practitioners by bringing them together in collaborative work.

Our process has helped to put some dents in the stodgy and elitist academic notion that cooperative research, informed by community needs, is of less value than research projects guided by insulated debate within the academy. Academics

pride themselves on being "critical thinkers." This means that more effectively communicating with a broader community-based audience and allowing them to enter into the research process and policy debate can only be a step forward.

PHILIP NYDEN
Chairperson and Professor of Sociology
Loyola University of Chicago
Lake Shore Campus
Chicago

Accreditation process called a 'farce'

TO THE EDITOR:

At long last a few universities have recognized what a farce the National Council for Accreditation of Teacher Education is and are no longer applying for accreditation ("Teacher-Education Programs Debate the Need for Accrediting Agency's Stamp of Approval," May 6).

There were four NCATE evaluations at the two institutions where I served as university librarian. In no instance was a qualified person assigned to evaluate the library. Three were school librarians and one was an audio-visual specialist. One had to be shown what part of the standards she was to apply, one had never heard of the *National Union Catalog*, and none knew about the book-selection aids used in a university library. Inquiries as to why such persons were assigned were largely futile, but I was told that each visiting team should include a certain percentage of National Education Association members.

It is my impression that members of NCATE evaluation teams are self-promoters seeking service credits for their résumés and notices in the local press.

DONALD S. MAC VEAN
Reference Librarian Emeritus
Western Illinois University
Macomb, Ill.

Baby boomers blamed for lack of discipline

TO THE EDITOR:

Claire L. Gaudiani's "The Cold War Is Over Between the Generations" (Opinion, May 20) is a skewed view of campus life today, seen through the eyes of a member of the destructive generation. Ms. Gaudiani believes the narrowing of the generation gap is a positive outcome of the 60's. In fact, as the "Baby Boomers" enter their third consecutive decade of adolescence, their children have merely caught up with them.

The 60's saw the advent of free love and the acceptance of the drug culture. In their wake, a generation of children grew up facing AIDS, crack cocaine, and drug-related violence. Some college administrators are now attempting to reclaim their role as guardians of our society's future. Gaudiani is correct when she says this attempt will fail; not, as she asserts, because *In loco parentis* is the wrong thing to do, but rather because the boomers who now control the universities and small liberal-arts colleges lack the moral fiber to act as responsible parents.

BRIAN FRALAY
Program Officer
Madison Center for Educational Affairs
Washington

Investment disclosure sought from TIAA

TO THE EDITOR:

Unfortunately, in the May 13 article "As Interest Rates Fall, TIAA Is Criticized for Not Disclosing More About Investments," Thomas W.



THE CHRONICLE OF HIGHER EDUCATION

CAROLE CABLE

"What I hate most about this is the annual report."

Jones, TIAA-CREF's executive vice-president of finance and planning, once again fails to reply to a key question about TIAA's AAA rating. In my *Academe* article, I quoted extensively from Standard & Poor's rating analysis and then observed that TIAA's AAA rating "is directly linked to TIAA's contractual obligations to pay very low guaranteed interest rates." At no time did I state or even imply that the level of guarantee was the sole criterion for TIAA's AAA rating. Indeed, the material that I quoted depicts several other rating criteria.

Rather than dismissing my criticism as "simplistic," therefore, and asserting that my focus on TIAA's guarantee "portrays a lack of understanding," Mr. Jones would have measurably added to the discourse had he merely dealt with the question as presented. It deserved a direct and forthright response rather than obfuscation. Certainly, given TIAA's clientele, Mr. Jones should know that college professors are adept at recognizing a non-answer when they see one.

Shall we try again, Mr. Jones? First, assume that a continuum exists that starts at zero on the left and is boundless on the right, and that the continuum consists of intervals that are 1 per cent apart. Starting with TIAA's current guaranteed return on accumulations at the 3-per-cent level, increase TIAA's guarantee 1 per cent at a time. At what level of guarantee would TIAA lose its AAA rating from Standard & Poor's? Or, repeating my question as it originally appeared quite unambiguously in *Academe*, "Given the nature of its investments, would TIAA be able to achieve its AAA rating if it guaranteed a 5 per cent interest rate? Seven per cent? Surely, it is not TIAA's position that it could increase ad in-

finity its guaranteed return without adversely affecting its AAA rating? In the same Olympian spirit as his statements to *The Chronicle*, Mr. Jones replied to my *Academe* article, "If he wishes to test his own expertise against that of TIAA's investment managers, that is his prerogative. In the end, however, TIAA's reputation must rest on the record of its 73 years of performance." These condescending retorts miss the point. It is not my expertise that matters, nor TIAA's 73 years of prior investment experience. The meaningful test of TIAA's ability to manage its huge investment concentration in real estate and commercial mortgages will be the events of the 1990's. I would be less apprehensive about the outcome had TIAA not recently stated in announcing its substantial dividend cuts, "The lower dividends also result from reduced earnings on TIAA's mortgage and real estate investments—a product of the nationwide weakness of the real estate industry and an economy in recession."

RICHARD T. GARRIGAN
Professor of Finance
De Paul University
Chicago

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.



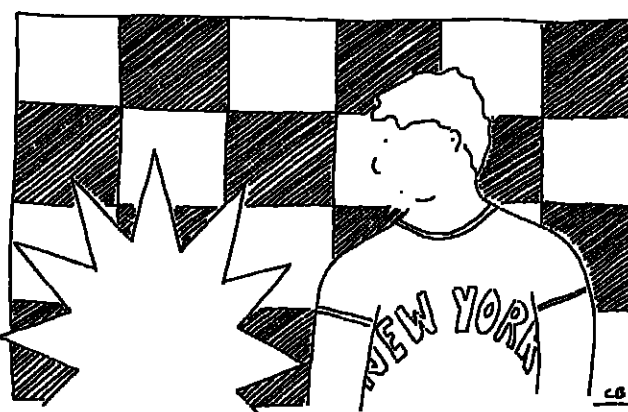
VS HIXSON

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"There's just something about this place that makes me uneasy. Like, if they're interviewing me for a position as assistant professor, why do they need to know how many words per minute I can type?"

VIVIAN SCOTT HIXSON

LIFE IS STUNNING



WHERE THERE HAD ONCE BEEN
MARTHA, JEFF NOW PERCEIVES THERE
IS NO ONE

THE CHRONICLE OF HIGHER EDUCATION

CHRIS BURKE

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July 29	Monday, July 20, 2:00 p.m.
August 5	Monday, July 27, 2:00 p.m.
August 12	Monday, August 3, 2:00 p.m.

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- Wanted

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pective students, and assist with the preparation and distribution of promotional materials. Submit letter, resume, transcripts and names of three references to: Director of Personnel, Sul Ross State University, Box C, Alpine, Texas 79802, (915) 837-8095. Review of applications will begin July 1, 1992 and continue until the position is filled. EEO/AAE.

Adult Education: Assistant Director, Adult Degree Programs, Tiffin University invites applications for this newly-created full-time position. Candidates must possess excellent organizational, interpersonal and communication skills, as well as creativity and initiative. Primary responsibility will be assisting the Director of Adult Degree Programs in all phases of program development and counseling prospective and current adult degree students. A Bachelor's degree is required and previous experience in admissions or student personnel is desirable. Send a letter of application and resume to phone calls, please) by June 30, 1992 to: Jacquelyn E. Way, Tiffin University, 155 Miami Street, Tiffin, Ohio 44885. Tiffin University is an Equal Opportunity Employer.

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Send letter of application, resume, and three letters of professional reference to: Professor Paul Van Zandt, Chairman, Department of Art, Box 3064, Pembroke, Kansas 67500. Desires: Graduate work in Art Education and college teaching experience



THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

The Hong Kong University of Science and Technology was established in April 1988 and is funded by the Hong Kong Government. Its mission is to extend educational opportunity, to contribute to the territory's economic and social well-being, and to promote research, development, and entrepreneurship in the Asia-Pacific region.

The University comprises the Schools of Science, Engineering, Business & Management, and Humanities & Social Science. Students were admitted from October 1991 at both undergraduate and postgraduate levels, including the doctorate. Enrollment is expected to grow to 7,000 (on full-time equivalent basis) by 1995/96.

The School of Engineering is the largest of the four schools and it has six departments: Chemical Engineering, Civil & Structural Engineering, Electrical Engineering, Computer Science, Electrical & Electronic Engineering and Mechanical Engineering. Its student and faculty projections for 1994-95 are 2,700 and 250 respectively.

The School of Engineering is looking for suitable candidates to fill the following positions:

Head, Department of Industrial Engineering

The Department is new and will start offering undergraduate programmes and postgraduate programmes with in-depth study and research into such areas as operations research, human-factor engineering, business organisation, manufacturing strategy, facility and environmental engineering, quality assurance, and intelligent manufacturing systems in 1993-94.

Applicants should have appropriate academic and/or professional qualifications together with successful, relevant experience in universities, research laboratories and/or industry. The successful candidate will also be required to demonstrate leadership qualities necessary to lead and manage the department in its diverse academic and administrative functions and, not less importantly, to interact effectively with industry and commerce.

Associate Dean of School of Engineering

The Associate Dean will be responsible to the Dean for the overall planning, coordination and administration of the School. The appointee will assist the Dean in overseeing the effective operation of the following functions: student administration, curriculum development, faculty appointment, research planning and support, industrial training, academic accreditation, personnel and financial administration. This is a senior administrative position; its incumbent, however, must qualify for an academic appointment in the School. Applicants should possess a doctoral degree in engineering or a related field, and have extensive teaching, research, and administrative experience in a tertiary institution. The successful candidate should be able to demonstrate an ability to provide innovative leadership and to communicate effectively with students, academics, and industrialists.

SALARY AND CONDITIONS OF SERVICE

For the Head of Department post, salary will be within the professional range and not less than US\$87,800 per annum (exchange rate: US\$1 = HK\$7.8). For the Associate Dean post, salary will be commensurate with the academic rank of the candidate; in the case of a professional appointment, it will not be less than US\$67,800 per annum.

Generous fringe benefits including housing, medical and dental benefits, annual leave, dependent children's education allowances and air passages where applicable are provided. Initial appointments will generally be on a three-year contract; a gratuity of 25% of the total contract salary will be payable upon successful completion of the contract. It is the intention of the University to introduce a superannuation scheme and arrangements will be made for eligible staff to join the scheme as appropriate.

APPLICATION PROCEDURE

Particulars can be obtained from the Director of Personnel, HKUST, Clear Water Bay, Kowloon, Hong Kong (fax: (852) 358-0700). Applications/nominations should be sent to Professor K. K. Chan, Chairman of the Search Committee, at the same address (fax: (852) 358-1428) by 10 July 1992, but the search may continue until suitable appointments are made.



UNIVERSITY OF DUBLIN TRINITY COLLEGE

Chair of Political Science (1960)

Applications are invited for the above post in the Department of Political Science at Trinity College, Dublin, tenable from 1 October 1993. The post, which has been vacated on the retirement of Professor Basil Chubb, carries with it the headship of the department.

Salary Scale IR234.733-IR243.807

Further particulars relating to this post may be obtained from

Michael Gleeson
The College Secretary
West Theatre
Trinity College
Dublin 2
Telephone 702 1159
Fax 722885

to whom telephoned or faxed enquiries should be made in the in 31 July 1992.

Trinity College is an Equal Opportunity Employer

Athletic Director of Athletics. Non-tenured position. Reports to the Athletic Director. Responsibilities include: supervising the athletic program, coordinating the athletic program, and supervising the athletic staff. The successful candidate will have a minimum of five years experience in a similar position and a degree in physical education or a related field. Salary: \$10,000 per year. Applications should be sent to the Athletic Director, Trinity College, Dublin 2, by 31 July 1992.

Academic Director of Athletics. Non-tenured position. Reports to the Athletic Director. Responsibilities include: supervising the academic program, coordinating the academic program, and supervising the academic staff. The successful candidate will have a minimum of five years experience in a similar position and a degree in physical education or a related field. Salary: \$10,000 per year. Applications should be sent to the Athletic Director, Trinity College, Dublin 2, by 31 July 1992.

INTERNATIONAL PROGRAM AND ADMINISTRATIVE SUPPORT POSITIONS International Research & Exchanges Board (IREX)

IREX is the principal U.S. organization specializing in advanced scholarly exchange and cooperative programming with the former Soviet states and the countries of Eastern Europe. It operates on an annual budget of \$8 million, with grants from government agencies and private foundations, and serves approximately one thousand scholars and professionals each year. Currently centered in Princeton, New Jersey, it has offices in Moscow, Kiev, Riga, Vilnius, Algiers, Prague, and Bucharest, and is in the process of moving its headquarters to Washington, DC.

IREX is advertising for Program Officers with language, area studies, and overseas program experience to manage individual research and cooperative project opportunities for scholars and professionals from the United States, the countries of Eastern Europe, and the former Soviet states.

These positions involve responsibilities for both placement and quality access for American professionals selected to participate in field work abroad, as well as for placement and access for incoming professionals selected to study and train in the U.S.

Also required will be staff with university or non-profit administrative experience to work with the accounting, finance, and management procedures, computer, information systems, and grant officers, as well as library and archival specialists. Approximately 10 such positions may be available overall.

Salary and benefits are competitive and commensurate with experience. IREX is an Affirmative Action, Equal Opportunity Employer, and especially encourages applications from minority communities and women.

Deadline for applications is July 3, 1992. No phone inquiries. Send letter, resume, and information on references to:

Dr. Daniel Matczak, President
International Research & Exchanges Board
126 Alexander Street
Princeton, NJ 08540



University of Waikato

Te Whare Wānanga o Waikato

Hamilton, New Zealand

LECTURER AND LEKTOR IN GERMAN

The University of Waikato invites applications for:

1. a Lectureship
2. a Lektor (three-year appointment)

In the Department of German. The appointee to the lectureship, while contributing to the Department's German Literature, would be expected to take particular responsibility for the Department's Language Programme. A demonstrated research interest in Language Studies as well as formal qualifications in DAF (German as a foreign language) would be an advantage. The Lektor would be expected to contribute to the Department's programmes in language, literature and Landeskunde studies.

Applicants should normally have a doctorate or be enrolled for the degree. Some previous teaching experience at the tertiary level in an English speaking country is desirable.

The current salary range (for both positions) is NZ\$37,440-NZ\$48,068 per annum.

Enquiries of an academic nature may be made to the Chairperson of German, Associate Professor Volker Kauter, (tel. (047) 838 4168, fax (047) 838 2168), information on the method of application and conditions of appointment may be obtained from the Chairperson (Academic Staffing), The University of Waikato, Private Bag 3105, Hamilton, New Zealand (tel. (047) 838 2888, fax (047) 838 0135). Applications quoting reference number A92/27 for the Lectureship and reference number A92/28 for the Lektor should reach Academic Staffing by 24 July 1992.

The University welcomes applications from suitable people regardless of race, creed, marital status or disability.

Athletic Director of Athletics. Non-tenured position. Reports to the Athletic Director. Responsibilities include: supervising the athletic program, coordinating the athletic program, and supervising the athletic staff. The successful candidate will have a minimum of five years experience in a similar position and a degree in physical education or a related field. Salary: \$10,000 per year. Applications should be sent to the Athletic Director, Trinity College, Dublin 2, by 31 July 1992.

Academic Director of Athletics. Non-tenured position. Reports to the Athletic Director. Responsibilities include: supervising the academic program, coordinating the academic program, and supervising the academic staff. The successful candidate will have a minimum of five years experience in a similar position and a degree in physical education or a related field. Salary: \$10,000 per year. Applications should be sent to the Athletic Director, Trinity College, Dublin 2, by 31 July 1992.

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THE UNIVERSITY OF AUCKLAND New Zealand

TWO LECTURESHIPS IN EDUCATION Department of Education (Vacancy UAC.161)

The University invites applications for two lecturership (full-time positions) in the Department of Education. Applicants should have appropriate advanced academic qualifications (Ph.D. or equivalent) plus research and teaching experience in the sociology of education.

Successful applicants will be expected to contribute to teaching in the MEd programme. Applicants must have a strong commitment to research and teaching in the sociology of education, and a strong commitment to the development of the Department of Education.

Commencing salary will be established within the range NZ\$27,440-NZ\$48,068 per annum.

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, to whom 3 copies of applications should be forwarded by 31 July 1992.

Please quote Vacancy Number UAC.161 in all correspondence.

A LECTURESHIP IN PERFORMING ARTS (OPERA) Faculty of Arts and Music (Vacancy UAC.158)

From February, 1993, as a further contribution towards a range of postgraduate developments in the Performing Arts, the University intends to offer a one-year postgraduate course in Opera. (Applicants in both Drama and Broadcast Administration are already being planned.) The Lectureship in Performing Arts (Opera), while entirely under the control of the University, is being funded in part by Auckland Opera, and an important part of the Lecturer's work will be to facilitate links between the University and Auckland Opera's production, and to coach the artists engaged (some of whom may be students enrolled in the course).

Applicants should have some experience in teaching in an educational institution, preferably at tertiary level and should also have substantial experience at a high level and in a wide variety of opera activity, especially in the area of operatic vocal coaching. Commencing salary will be established within the range NZ\$27,440-NZ\$48,068 per annum.

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, to whom 3 copies of applications should be forwarded by 31 July 1992.

Please quote Vacancy Number UAC.158 in all correspondence.

The University of Auckland An Equal Opportunity Employer



University of Otago

Te Whare Wānanga o Otago

New Zealand

OTAGO POSTDOCTORAL FELLOWSHIPS

Applications are invited for a limited number of Otago Postdoctoral Fellowships to be held within any department of the University. The awards are for one year, with the possibility of extension for a further year.

The University of Otago is organized into Divisions: Humanities (including Arts and Music, Law and Theology), Commerce (Accounting, Economics, Management, Marketing, Finance and Quantitative Analysis and Information Science), Sciences (which includes the Schools of Physical Education and Consumer and Applied Sciences as well as the wide range of science departments) and Health Sciences (the Faculties of Medicine and Dentistry and the School of Pharmacy).

Applicants must have completed the requirements for the award of the degree of Doctor of Philosophy before taking up a Fellowship. Preference will be given to those who have not held a postdoctoral fellowship in another institution.

Enrolment: NZ\$27,440 per annum

Interested applicants should write for further information, available from the Secretary-General, Association of Commonwealth Universities (Appointments), 36 Grafton Square, London WC1H 9DF, or from the Registrar, P.O. Box 90, Dunedin, New Zealand (Fax (64) (3) 474-1607).

Applications quoting reference A92/30 and indicating which project or department is applied for, close with the Registrar on 31 July 1992.

Equal opportunity in employment is University policy.

Biological Plant Sciences. A postdoctoral fellowship is available to conduct research on plant growth and development. The successful candidate will be expected to contribute to the Department's research programme in plant growth and development. The successful candidate will have a minimum of five years experience in a similar position and a degree in plant biology or a related field. Salary: \$10,000 per year. Applications should be sent to the Department of Biological Plant Sciences, University of Otago, Private Bag 4800, Dunedin, New Zealand, by 31 July 1992.

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UNIVERSITY OF GUAM

The University of Guam solicits applications to establish a list of eligibles for the following non-tenure or tenure track, full-time position (one-, two-, or three-year appointment, subject to availability of funds):

Instructor to Assistant Professor
(Of Research in Spanish Legal History)

Salary: Instructor \$40,498-\$54,982 per annum
Assistant Professor \$44,599-\$66,995 per annum

Minimum Qualifications: (For Instructor)
Master's Degree in Spanish or native speaker of Spanish with master's degree from a recognized university in a subject area related to law.

Desirable Qualifications: (For Assistant Professor)
A.D. or equivalent terminal degree in Spanish law. Substantial work experience with legal Spanish documents dealing with the Mariana Islands; knowledge of Mariana documents held in archives of the Philippines, Mexico, and Spain.

Submit current vita, an official transcript from institution awarding the highest degree and unofficial transcripts of other degrees earned, three current letters of reference sent directly from persons knowledgeable about the applicant's academic and administrative performance, and request for official application form to: University of Guam, Marjorie Driver, Chairperson, MARC Science Committee, c/o Personnel Services Division, UOG Station, Mangilag, Guam 96923. Deadline: AUGUST 3, 1992.

For more information, call Personnel Services at (671) 734-9109, 734-9535, 734-9455, or call Dr. John Rider toll free at 1-800-821-9233. Women and Minorities are particularly encouraged to apply. EEO/AAE.

The American University in Cairo

The American University in Cairo is recruiting a director for its Desert Development Center. The University enrolls approximately 3,800 degree students and 12,000 non-degree students. It offers baccalaureate degrees in most of the traditional arts and science disciplines and several professional fields. Master's degrees are also offered in some specializations.

The Desert Development Center was established as a small project in 1979 and has evolved into a separate research center that undertakes applied research, demonstration, and training programs related to rural desert development. A unique characteristic of the Center's work is an integrated approach that embraces biological, technological, and community development, and which includes irrigated desert farming systems, renewable energy applications and socio-economic studies.

The Center is supported by funds from the Egyptian government, several foundations, and international agencies. The annual budget fluctuates from year to year depending on funding, but normally it is approximately \$1,000,000 per year. The permanent staff of the Center consists of the director and two other senior members; the majority of the staff are on project appointments.

The Center maintains offices on the University campus in Cairo. A research station in Sahel City (about half-way between Cairo and Alexandria) contains laboratory and training facilities, and is the site of several experiments and demonstration projects. Demonstration farms and orchards are located on 500 feddans (acres) in South Tahrir, about 40 kilometers from Sahel City.

The director should be a scientist, management specialist, or economist with a earned doctorate in a field related to desert development. Experience in land and/or desert development is essential. A strong record of writing successful proposals and obtaining funds from international sources is essential. Excellent human relations and managerial skills are required. Previous work experience related to Egypt or other developing countries is desired. Knowledge of Arabic will be regarded as a plus.

The salary is negotiable within the general range for senior academic administrators at the University. Excellent fringe benefits are provided, including housing and schooling allowance for non-Egyptian citizens recruited from abroad. The timing of the appointment is negotiable; but the successful candidate must be available no later than September 1, 1993.

Applications will be accepted until the position is filled, but preference will be given to those received prior to September 1, 1992. Applicants and nominations should be addressed to:

Senior Vice President
The American University in Cairo
666 United Nations Plaza
Suite 317
New York, NY 10017

University of Otago

Te Whare Wānanga o Otago

New Zealand

APPOINTMENT OF VICE-CHANCELLOR

The University Council invites applications or expressions of interest from persons of academic distinction who have appropriate and relevant experience to succeed Sir Robin Irvine, who intends to retire at the end of 1993 as Vice-Chancellor and Chief Executive Officer of the University of Otago. Suggestions of names of suitable persons who might be considered together with a statement of the qualities such persons would bring to the post would also be welcomed.

Further particulars are available from D.W. Girvan, Registrar, P.O. Box 56, Dunedin, New Zealand (telephone (64) (3) 479-8250 or facsimile (64) (3) 474-1607) and include details of the method of application. (Applications will close on 31 July 1992).

Equality of employment opportunity is University policy.

D.W. Girvan
REGISTRAR

largest firms as well as other successful entrepreneurs both locally and nationally. The successful candidate will be expected to contribute to the Department's research programme in entrepreneurship and business development. The successful candidate will have a minimum of five years experience in a similar position and a degree in business or a related field. Salary: \$10,000 per year. Applications should be sent to the Department of Entrepreneurship and Business Development, University of Otago, Private Bag 4800, Dunedin, New Zealand, by 31 July 1992.

Entrepreneurship and Business Development. A postdoctoral fellowship is available to conduct research on entrepreneurship and business development. The successful candidate will be expected to contribute to the Department's research programme in entrepreneurship and business development. The successful candidate will have a minimum of five years experience in a similar position and a degree in business or a related field. Salary: \$10,000 per year. Applications should be sent to the Department of Entrepreneurship and Business Development, University of Otago, Private Bag 4800, Dunedin, New Zealand, by 31 July 1992.

OXFORD ENGLAND

Major
Educational Campus
For Sale

Prestige location with
Teaching, Sports and
Residential Facilities.

Details: President
FAX: 44-865-327790



香港公開進修學院 OPEN LEARNING INSTITUTE OF HONG KONG

The Open Learning Institute of Hong Kong, a major provider of distance education in Hong Kong, invites applications for the following academic appointment:

School of Science and Technology Senior Lecturer in Mechanics

Salary: HK\$12,005-42,655 per month.

Basic Entry Requirements:
Candidates should have a higher degree or equivalent as well as considerable academic/professional experience in relevant discipline. Experience in developing courses or teaching using distance learning methods would be a distinct advantage.

Terms and Conditions of Service:
Appointment will initially be on an agreement of 4 years' or 2 years' duration. Thereafter, a suitable appointment may be re-appointed. A gratuity equal to 25% of the basic salary earned will be paid on satisfactory completion of the agreement. Other benefits include pension, medical and dental cover, children's education allowance and housing benefit.

Applications:
Application forms and further details are obtainable from Appointments (40700), Association of Commonwealth Universities, 36 Grafton Square, London WC1H 9DF, or The Secretary-General, Association of Commonwealth Universities, Room 1305, Trade Development Tower, 700 Nathan Road, Mong Kok, Kowloon, Hong Kong, to whom completed forms should be sent by 8 July 1992.

with addresses and telephone numbers of three references to Edward D. Irons, Dean, School of Business, Clark Atlanta University, 201 James P. Brawley Drive, Southwest, Atlanta, Georgia 30314.

Business Administration / Dean: Eleven months position available. Appointment will be on an agreement of 4 years' or 2 years' duration. Thereafter, a suitable appointment may be re-appointed. A gratuity equal to 25% of the basic salary earned will be paid on satisfactory completion of the agreement. Other benefits include pension, medical and dental cover, children's education allowance and housing benefit.

Business Administration / Dean: Eleven months position available. Appointment will be on an agreement of 4 years' or 2 years' duration. Thereafter, a suitable appointment may be re-appointed. A gratuity equal to 25% of the basic salary earned will be paid on satisfactory completion of the agreement. Other benefits include pension, medical and dental cover, children's education allowance and housing benefit.

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KUWAIT UNIVERSITY

Faculty of Science

Department of Botany and Microbiology

Applications are invited for the post of Associate Professor or Assistant Professor tenable in the following disciplines:

Plant Physiology: With particular emphasis placed on experience in plant growth and development (hormones and growth regulation).

Applied Microbiology: With experience in biotechnological and environmental aspects.

Ecophysiology: Ecophysiology of higher plants in extreme environments: under drought, heat or salinity stress.

Molecular Immunology.

Applications and Conditions of Service may be obtained from:

Kuwait University Office
Embassy of the State of Kuwait
3500 International Dr., NW
Washington, DC 20008
Tel: 202-363-8055

Completed applications should be received in Kuwait before October 15, 1992 and are to be sent directly to:

Chairman
Department of Microbiology
College of Science
Kuwait University
P.O. Box 5968 Safat
13060 Safat
KUWAIT



BEDFORD COLLEGE

of higher education

LECTURER/SENIOR LECTURER IN EXERCISE PHYSIOLOGY

This post is created by the demands of the rapidly expanding Sports Science courses within the College's BA/BSc and BEd modular programmes. Applicants should possess a higher degree in a relevant discipline. Teaching experience and advanced teaching expertise would be advantageous.

The salary will be in accordance with National Scales for Lecturers—£10,704 - £19,401 per annum
Senior Lecturer—£18,401 - £22,077 per annum
A generous relocation package is available in approved cases.

The College has a commitment to equality of opportunity, and welcomes applications from all, irrespective of race, gender or disability. Further details for the above posts are available from the Personnel Department, Bedford College of Higher Education, Mander St., Clarendon Street, Bedford, MK42 8AH, Great Britain, to whom application forms should be returned.

Tel: Bedford (0457) 348181 extn. 5012/5072
Fax: Bedford (0457) 342874

Assistant Professor in African Studies/ History or Political Science

Applications are invited for a tenure stream position as Assistant Professor in African Studies/History or Political Science. Subject to budgetary approval the appointment will be effective from September 1, 1992. Two thirds of the appointment will be in the African Studies Programme and one third in History or Political Science. Candidates for the position must have a Ph.D. In any one of the three disciplines mentioned above will have the potential to teach at the graduate level in History or Political Science; will provide evidence of successful teaching and active research interests; will be qualified to assume a leadership role in expanding and strengthening the African Studies Programme and in community outreach. Undergraduate teaching duties in African Studies involve an interdisciplinary introductory course and a course in African literature. Salary commensurate with qualifications. Applications, including cv, and three letters of recommendation should be received by Professor Frederick Case, Principal, New College, University of Toronto, Ontario M5S 1A1 by July 12, 1992. In accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens and permanent residents. The University of Toronto encourages applications from aboriginal peoples, disabled persons, members of racial minorities and women.

program. Excellent opportunity for professional development. Position requires strong communication and interpersonal skills, creativity, and understanding of liberal arts education. Bachelor's required. Master's preferred. Salary: \$10,000 per year. Applications should be sent to the Department of African Studies, University of Toronto, 128 St. George Street, Toronto, Ontario M5S 1A1, by 31 July 1992.

Chemistry Organic Chemistry. Tenure track position in organic chemistry. Rank open. Teaching responsibilities include:

general chemistry, introductory and advanced organic chemistry and introduction to applied science. Ph.D. required, college teaching experience desirable. Salary scale commensurate with rank and experience. Good benefits. Applications should be sent to the Department of Chemistry, University of Toronto, 128 St. George Street, Toronto, Ontario M5S 1A1, by 31 July 1992.

Alabama Southern Community College

FACULTY POSITIONS AVAILABLE

ENGLISH: (Two positions—one at the Monroeville campus and one at the Thomaston/Dawson campus). Reporting to the Chair of the Division of Language and Arts, these instructors will teach a full range of developmental, freshman, and sophomore level English courses. American literature, composition, and world literature. Academic advising of students is required. Participation in college-wide committees and sponsorship of a student organization are required. Minimum qualifications include a Master's Degree with at least 18 graduate semester hours (27 graduate quarter hours) of course work in English. Successful English teaching experience at the college level is highly preferred. Experience and educational background qualifying one for teaching technical writing, reading, and/or introductory speech courses is desirable.

BUSINESS ADMINISTRATION: Reporting to the Chair of the Division of Social Science and Business, this instructor will teach a full range of technology courses including principles of business, business economics, principles of management, principles of marketing, business law, principles of supervision, and other similar types of courses. Academic advising of students is required. This instructor will also develop and teach specialized business related courses as they arise. The person in this position will be responsible for the Management and Supervision Program, committees and may serve as the faculty sponsor for the SIFE program (Students in Free Enterprise). Minimum qualifications include a master's degree (MBA highly preferred) with at least 18 graduate semester hours (27 graduate quarter hours) of course work in business administration. Teaching experience at the college level is highly preferred. Experience in management/supervision and entrepreneurship or other equivalent experience is preferred.

The above positions are full-time, tenure-track positions for nine advancing and planning skills, as well as the ability and desire to provide cultural and adult education backgrounds and learning capabilities. These positions will begin on September 6, 1992. Salary levels will be determined according to the State of Alabama Salary Schedule "D" for faculty. Summer employment for teaching positions is dependent upon the schedule of classes offered, student enrollment, and availability of funds. The salary range for a full-time summer load is \$7,062 to \$12,744.

APPLICATION PROCEDURE: Submit a completed official application form or letter of application, a resume showing educational degrees earned, employment history, and other pertinent information or experience; copies of transcripts (official transcripts are not necessary unless above numbers of these professional references to Dr. Ken Tuckman, P.O. Box 2006, Monroeville, Alabama 36541. The initial deadline for applications is July 10, 1992. Applications will be accepted until the most highly qualified applicants will be notified of the interview date, the time and location.

GENERAL INFORMATION: Alabama Southern College is a comprehensive, public, two-year community college, with a reputation for the quality of its programs and services, which is located in the heart of rural Alabama. The college is currently enrolling approximately 2,000 students. The college is currently enrolling approximately 2,000 students. The college is currently enrolling approximately 2,000 students.

Alabama Southern Community College is an Equal Opportunity, Affirmative Action Employer.

MUSIC POSITION

Adams State College

Instructor/Assistant Professor (tenure track) to direct marching band, concert and pep bands, and jazz ensembles, teach related methods courses. Required: master's degree (doctorate preferred), college/university experience as band director; ability to work with public school students; resume, transcripts, names of three references, audio and video performance tapes by Dr. Adams State College, Adams, CO 81102, (719) 888-7438. Screening begins July 13, 1992. Late applications may not receive full consideration. AA/EEO.

Chemistry: Full and/or possible part-time position available in the University System of Georgia, beginning of a full-time, non-tenure-track position. The position is located in the chemistry department of the University of Georgia. The position is located in the chemistry department of the University of Georgia.

Chiropractic: Full and/or possible part-time position available in the University System of Georgia, beginning of a full-time, non-tenure-track position. The position is located in the chiropractic department of the University of Georgia. The position is located in the chiropractic department of the University of Georgia.

Community Education: Full and/or possible part-time position available in the University System of Georgia, beginning of a full-time, non-tenure-track position. The position is located in the community education department of the University of Georgia. The position is located in the community education department of the University of Georgia.

FACULTY POSITIONS

(contingent upon funding)

COLLEGE COMMUNITY COLLEGE: Decatur, Alabama, is a comprehensive community college with an enrollment of approximately 8,000 students. The college is seeking candidates for the following faculty positions listed with minimum requirements. Beginning date is September 1, 1992.

ACCOUNTING, ART, MATHEMATICS, SOCIOLOGY/PSYCHOLOGY, SPEECH: Master's degree with 18 graduate semester hours in teaching discipline. Application deadline: June 28, 1992.

ENGLISH: Master's degree with 18 graduate semester hours in English. Application deadline: July 8, 1992.

REFERENCE/PERIODICALS LIBRARIAN: Master's degree in library science, library media, or other fields from school accredited by ALA. Application deadline: June 28, 1992.

PARALELAL: Master's degree in paralegal or law. Application deadline: June 28, 1992.

PRACTICAL NURSING: Master's degree in nursing OR Bachelor's degree with 27 semester hours in nursing, current license as registered nurse in Alabama, and three years' full-time experience in nursing. Application deadline: June 28, 1992.

OSMETOLOGY: Bachelor's degree, 27 semester hours or specialized coursework equivalent to technical college program in cosmetology, three years' full-time experience as a practitioner in cosmetology, and State Board of Cosmetology instructor's license. Application deadline: July 8, 1992.

APPLICATION PROCEDURE: Candidates must submit a letter of intent, a resume, and college transcripts by the deadline date to the Office of Human Resources and Legal Affairs, P.O. Box 2218, Decatur, AL 35602-2218. For further information, call 205/353-3102, ext. 318.

AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

EXTENSION AGRONOMIST
Alfalfa Production and Forage Systems
Department of Agronomy and Range Science
University of California, Davis

Academic career track position. Assistant Extension Agronomist (80 FTE Cooperative Extension (CE)/20 FTE Agricultural Experiment Station). Educational responsibilities include leadership of statewide extension education programs in alfalfa production and forage systems, coordination of group activities, training and education of staff, and presentation of information at national and international conferences. Research responsibilities include related to alfalfa production and forage systems, including alfalfa production, physiology, plant breeding, genetics, pest management, soil/plant nutrition, forage quality and water resource management of alfalfa and forage crops. Research responsibilities include related to alfalfa production and forage systems, including alfalfa production, physiology, plant breeding, genetics, pest management, soil/plant nutrition, forage quality and water resource management of alfalfa and forage crops. Research responsibilities include related to alfalfa production and forage systems, including alfalfa production, physiology, plant breeding, genetics, pest management, soil/plant nutrition, forage quality and water resource management of alfalfa and forage crops.

University of California is an Affirmative Action, Equal Opportunity Employer.

THE UNIVERSITY OF SOUTHWESTERN LOUISIANA

College of Education

Department of Curriculum and Instruction

P. O. Box 42051

Lafayette, Louisiana 70504

TENURE TRACK POSITIONS FOR JANUARY 1993

Assistant Professor in Elementary Mathematics Methods. Responsibility for research and teaching undergraduate and graduate courses in elementary math methods. Secondary responsibilities could include teaching one beginning course in educational technology using Apple and Macintosh computers. Contact person: Dr. Carol Whelan, Chair of the Search Committee.

Qualifications and Procedures:
1) Candidate must hold, or will hold by January 1992, the Ed.D. or Ph.D. from an institution which is accredited by the national association.
2) Candidates must have elementary school teaching experience.
3) Publication and/or presentation and/or grant writing a plus.
4) Letter of interest, transcripts, and three letters of reference must be sent to Dr. Whelan by October 15, 1992.

University and Area:
The University of Southwestern Louisiana is a senior institution with 16,000 students in eight colleges and offers several Ph.D. programs. The University enjoys a location with a rich culture, and a favorable climate and cost of living.

Computer Graphics: Full and/or possible part-time position available in the University System of Georgia, beginning of a full-time, non-tenure-track position. The position is located in the computer graphics department of the University of Georgia. The position is located in the computer graphics department of the University of Georgia.

Computer Graphics: Full and/or possible part-time position available in the University System of Georgia, beginning of a full-time, non-tenure-track position. The position is located in the computer graphics department of the University of Georgia. The position is located in the computer graphics department of the University of Georgia.

University of Hawaii at Manoa

Department of Psychiatry

ASSOCIATE PROFESSOR, 14-1M, OR ASSISTANT PROFESSOR, 13-1M. Position Numbers 83700, 83707, 83712, 83540, 83541, 83544, 83546, 83552. Department of Psychiatry, John A. Burns School of Medicine, 100% FTE, to begin approximately July 1, 1992, pending funding and State of Hawaii Mental Health Division are jointly recruiting Psychiatric residents. The University of Hawaii School of Medicine and the Faculty for the Hawaii State Hospital, this newly built 200-bed facility will be the core inpatient program for the State's community-based mental health centers. Positions will be responsible for the care and treatment of the chronically mentally ill and for the teaching and training of medical students and residents. Minimum Qualifications: M.D. degree, eligible for Hawaii license (NBAE or FLEK), BLS, clinical experience and interest in Chronic Mental Illness/Forensic Psychiatry/Adolescent Psychiatry. Interest in teaching and supervision of medical students and residents. Excellent individual's qualifications and work experience. Salary commensurate with qualifications and experience. Send CV and 3 letters of reference to John A. Burns School of Medicine, Department of Psychiatry, 1350 Lusitana Street, 4th Floor, Honolulu, Hawaii 96817.

ASSOCIATE PROFESSOR, 14-1R, Position Number 83718. Department of Psychiatry, John A. Burns School of Medicine, 100% FTE, to begin approximately July 1, 1992, pending funding and position clearance. The University of Hawaii School of Medicine and the Faculty for the Hawaii State Hospital, this newly built 200-bed facility will be the core inpatient program for the State's community-based mental health centers. Positions will be responsible for the care and treatment of the chronically mentally ill and for the teaching and training of medical students and residents. Minimum Qualifications: M.D. degree, eligible for Hawaii license (NBAE or FLEK), BLS, clinical experience and interest in Chronic Mental Illness/Forensic Psychiatry/Adolescent Psychiatry. Interest in teaching and supervision of medical students and residents. Excellent individual's qualifications and work experience. Salary commensurate with qualifications and experience. Send CV and 3 letters of reference to John A. Burns School of Medicine, Department of Psychiatry, 1350 Lusitana Street, 4th Floor, Honolulu, Hawaii 96817.

We are an EEO Employer

NURSING FACULTY

SUNY Plattsburgh Department of Nursing invites applications for a full time tenure-track position in its NACN-accredited Bachelor's program which serves both baccalaureate and RN transfer students beginning July 1992. SUNY Plattsburgh is a comprehensive, co-educational institution that offers more than 50 academic programs at the undergraduate and graduate levels. SUNY Plattsburgh is known for its academic excellence, diversity, and affordability. Located in an area noted for its recreational activities, Plattsburgh is one hour's drive from Montreal, Buffalo, NY and Lake Placid, NY, with easy access to I-19, Albany and New York City.

Responsibilities include classroom and clinical teaching, academic advising with college and departmental committees, and supervision of student nurses. The successful candidate must have an earned doctorate in nursing or related field, teaching experience in nursing or related field, and a commitment to cultural diversity and ability to prepare individuals to function in a culturally and ethnically diverse society.

Salary is competitive and commensurate with qualifications and experience. Applications are accepted on a rolling basis. Successful candidates will be notified immediately upon receipt. Selection will be made as soon as possible, but recruitment will continue until position is filled. Send letter of application, vitae and three current letters of reference to:

Chair, Search Committee
c/o Office of Human Resources
SUNY Plattsburgh
Box 1750-425
Plattsburgh, New York 12901

SUNY IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

Computer Science: Full and/or possible part-time position available in the University System of Georgia, beginning of a full-time, non-tenure-track position. The position is located in the computer science department of the University of Georgia. The position is located in the computer science department of the University of Georgia.

Computer Science: Full and/or possible part-time position available in the University System of Georgia, beginning of a full-time, non-tenure-track position. The position is located in the computer science department of the University of Georgia. The position is located in the computer science department of the University of Georgia.

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State University of New York

College at Oneonta

The College at Oneonta is a four-year college with liberal arts and professional programs at the undergraduate and master's levels. It is part of the 64-campus State University of New York (SUNY) System and is located in scenic Oneonta, New York. The College enrolls approximately 5,200 undergraduate and graduate students with a full-time faculty of 250 and some 250 part-time instructors. The College at Oneonta seeks candidates for the faculty positions described below. Special consideration will be given to candidates who can contribute to the overall college program in the areas of general education and cultural diversity. Candidates who are eligible for joint appointment in their field and in Black-Hispanic Studies or Women's Studies are especially encouraged to apply.

Education: Curriculum
Responsibilities include teaching undergraduate and graduate courses in reading/language arts, elementary or middle school teaching experience required. Expertise in educational technology, middle school education, or rural education desirable. This position is a one-year temporary appointment with the possibility of a tenure track appointment in 1993-94. Review will begin immediately.

Education: Foundations of Education
Responsibilities include teaching graduate and undergraduate courses in philosophical, historical and social foundations and education law. K-12 and college teaching experience preferred. Expertise in multicultural education, rural education, or adult education desirable.

Secondary Science Education: Science Education/Biology
Dual appointment in Education and Biology Departments. Responsible for: undergraduate/graduate secondary science methods, some elementary science methods, supervising students in field experiences and student teaching, involve administrative coordination of all science teacher education programs. Preference will be given to applicants with one or more of the following: middle/secondary level science teaching (minimum 5 years), grant writing, experience in environmental education, experience with staff development, knowledge/experience with use of environmental biology, experience in higher education with teaching and supervising.

Unless otherwise noted, appointments will be full-time and will typically be tenure-track at the Assistant Professor level; some senior level appointments are possible depending upon qualifications and experience. Preferred qualifications include earned doctorate in appropriate field and previous experience including classroom teaching as appropriate. Persons appointed to the positions will be expected to demonstrate teaching excellence, continued scholarly involvement, and service to the College. To assure full consideration, materials should be received by July 6, 1992. Degree in Culinary Arts, Hospitality, or related field required. Master's preferred. Work experience in the field of food service or related field required. Qualified candidates should send a letter of interest, resume, and three letters of reference to: Vice President for Multicultural Affairs, Nease Administration Building 301, Box C, State University of New York, College at Oneonta, Oneonta, NY 13820-4015. As an Equal Opportunity, Affirmative Action Employer, we encourage applications from women and members of minority groups.

College at Oneonta

Lehigh County Community College

FULL TIME/TENURE TRACK FACULTY POSITIONS

Mathematics: teach courses from remedial and developmental to differential equations. Master's degree in Mathematics required. Doctorate preferred.

Hotel/Restaurant/Hospitality Management: teach courses in food preparation, hospitality management and food laboratory (commercial kitchen). Degree in Culinary Arts, Hospitality, or related field required. Master's preferred. Work experience in the field of food service or related field required.

Biology: teach courses in Biology, Anatomy and Physiology and upper levels of Biology. Master's degree in Biological Sciences or appropriate discipline required. Doctorate preferred.

Nursing: teach nursing in the classroom and varied clinical settings. MSN required. Medical/Surgical and Pediatric specialties areas preferred. Must be eligible for Pennsylvania State licensure.

Psychology/Sociology: teach courses in Psychology and Sociology. Master's degree in Sociology or Psychology required. Doctorate preferred.

Lehigh County Community College, located on an attractive suburban campus, is near Allentown, PA and has a credit enrollment approaching 5,000 students.

Send letter of application and resume by July 15 to:
Lehigh County Community College
Director of Human Resources
4525 Education Park Drive
Schuylkill, PA 18078-2598

EOE/AA

Elizabethtown College

OCCUPATIONAL THERAPY

Applications are being accepted for a position in The Department of Occupational Therapy. Elizabethtown College is a private comprehensive liberal arts college which confers a Bachelor's degree. Students are accepted into the four-year occupational therapy major as freshmen. Applicants should be registered occupational therapists with a Master's degree (doctorate or doctorate in progress given special consideration) and a minimum of three years of clinical experience in occupational therapy. Teaching experience is preferred. Active participation in professional activities, college community service, and student activities are expected. The position is a non-union appointment which can lead to a tenure-track position available by July 1992.

To apply, please send letter of application, curriculum vitae, names and addresses of three references, and transcripts to: Martha A. Parzen, Assistant Director of Personnel, Elizabethtown College, One Alpha Drive, Elizabethtown, PA 17022. Applications will be received until position is filled. AA/EEO.

Computer Science: Full and/or possible part-time position available in the University System of Georgia, beginning of a full-time, non-tenure-track position. The position is located in the computer science department of the University of Georgia. The position is located in the computer science department of the University of Georgia.

Computer Science: Full and/or possible part-time position available in the University System of Georgia, beginning of a full-time, non-tenure-track position. The position is located in the computer science department of the University of Georgia. The position is located in the computer science department of the University of Georgia.

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DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

INSTRUCTOR POSITIONS

BIOLOGY, MATHEMATICS, SOCIOLOGY

Richland College, Dallas, TX

Richland College, part of the seven-member Dallas County Community College District, is seeking applicants for three full-time instructor positions. For applicants who are doctoral candidates, a 60% contract is acceptable. Richland, the largest DCCCD college, provides an exciting learning environment for over 12,600 credit and 11,000 continuing education students.

BIOLOGY: Position teaches biology courses, including evening classes as needed; serves on committees, advises students, and selects textbooks. Requirements: master's degree in biology, one year of teaching experience in biology at the college or university level, and demonstrated computer skills.

MATHEMATICS: Position teaches math and developmental math courses, including evening classes as needed; serves on committees, advises students, and selects textbooks. Requirements: master's degree in mathematics (degrees in other subject areas are not acceptable unless they contain equivalent training in mathematics), one year of teaching experience in mathematics or developmental mathematics at the college or university level, and demonstrated computer skills.

For application and consideration for these two positions, please send a letter of interest and copy of graduate transcripts to: Ms. Ruth Kuyun, Math/Science/Technology Division, Richland College, 12800 Abrams Road, Dallas, TX 75243-2199.

SOCIOLOGY: Position teaches varied sociology courses in traditional and non-traditional modes, including evening classes, and serves on college committees. Requirements: master's degree in sociology, one year of teaching experience in social science quantitative methods, demonstrated ability to teach social science quantitative methods and to use multimedia technology and computer assisted instruction, ability to involve students experimentally in sociology, and demonstrated computer skills.

For application and consideration please send a letter of interest, resume, and copies of all undergraduate transcripts to: Ms. Karen Hudson, Social Science Division, Richland College, at the address in the above paragraph.

Annual salary minimum for instructors is \$29,000, along with excellent benefits. A DCCCD application will be sent to all applicants for completion and return. All application materials must be received in the Division Office by the deadline: July 10, 1992.

EEO/DAA Employer

FACULTY POSITION

MULTIMEDIA/COMPUTER ARTS

COLUMBIA COLLEGE CHICAGO is accepting applications for a Multimedia/Computer Arts position in the Academic Computing Department available September 1992.

Teaching introductory and advanced courses in multimedia; developing new courses in computer arts and applications; working with other departments, especially television and Radio/Sound, are some of the challenges awaiting an experienced multimedia/computer arts teacher. An advanced degree must be combined with expertise in multimedia and at least one of the following: 3-D animation, computer graphics, computers and video or interactive information systems.

The department computer equipment includes Amigas, Macintosh, IBM/XT/AT systems and Silicon Graphics workstations. Faculty expertise in computer imaging, 2-D and 3-D animation, artificial intelligence, computer science and hypermedia is combined with a strong emphasis on undergraduate teaching.

Columbia College is an urban, open admissions institution of 7,000 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and benefits package. Minority and Women candidates are strongly urged to apply.

Please send letter of interest and curriculum vitae to:

Multimedia/Computer Arts Search
Human Resources Department
Columbia College Chicago
600 South Michigan Avenue • Chicago, Illinois 60605-1996
Equal Opportunity Employer M/F/D/V

College, Rural Route #3, Great Bend, Kansas 67530, EOE.

Counseling: Full and/or possible part-time position available in the University System of Georgia, beginning of a full-time, non-tenure-track position. The position is located in the counseling department of the University of Georgia. The position is located in the counseling department of the University of Georgia.

Counseling: Full and/or possible part-time position available in the University System of Georgia, beginning of a full-time, non-tenure-track position. The position is located in the counseling department of the University of Georgia. The position is located in the counseling department of the University of Georgia.

Counseling: Full and/or possible part-time position available in the University System of Georgia, beginning of a full-time, non-tenure-track position. The position is located in the counseling department of the University of Georgia. The position is located in the counseling department of the University of Georgia.

Counseling: Full and/or possible part-time position available in the University System of Georgia, beginning of a full-time, non-tenure-track position. The position is located in the counseling department of the University of Georgia. The position is located in the counseling department of the University of Georgia.

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Counseling: Full and/or possible part-time position available in the University System of Georgia, beginning of a full-time, non-tenure-track position. The position is located in the counseling department of the University of Georgia. The position is located in the counseling department of the University of Georgia.



Instructor, Sociology/ Anthropology 10-month, tenure track

Minimum qualifications: Master's degree in Sociology or Anthropology or related area, and college teaching experience.
Responsibilities: Under the supervision of the academic dean, responsibilities include but are not limited to teaching courses in sociology and anthropology, developing innovative curriculum with a multicultural and gender-fair perspective, providing leadership for the creation of effective, collaborative learning structures, developing new degree programs as appropriate, participating on college committees, advising students, and other related duties.

Instructor, Psychology 10-month, tenure track

Minimum qualifications: Master's degree in Psychology or related area, and college teaching experience.
Responsibilities: Under the supervision of the academic dean, responsibilities include but are not limited to teaching courses in psychology, developing innovative curriculum with a multicultural perspective, providing leadership for the creation of effective, collaborative learning structures, developing new degree programs as appropriate, participating on college committees, advising students, and other related duties.

Salary: Starting salary: \$31,000. Anticipated starting date: August 25, 1992.
Equivalencies: Applicants who do not meet the minimum qualifications as stated are encouraged to put in writing precisely how their background and experience have prepared them for the responsibilities of this position and by providing appropriate references.
Application procedure: 1) By letter, phone (203 774-1190, Ext. 327) or in person request and complete an application form from: Office of the President, Guinebaug Valley Community College, 742 Upper Maple Street, Danbury, CT 06823. Application deadline: July 7, 1992.
Affirmative Action/Equal Opportunity Employer M/F

State University of New York College of Agriculture and Technology at Cobleskill

TEMPORARY EARLY CHILDHOOD INSTRUCTIONAL POSITIONS

Two temporary appointments to begin August 24, 1992. One position: To teach courses in child growth and development and early childhood curriculum and methods. Second position: To teach courses in foundations of education and early childhood methods. Experience with preschool supervision desirable. Master's degree in early childhood or child development and teaching experience both at college level and with young children. Salary is dependent upon training and experience. Fringe benefits are excellent. Search committee will begin deliberations on June 30, 1992. Submit letter of application, transcripts or copies thereof and a current resume including the names and addresses of three references to:

Dr. Renee Scialdo Shevt
Director of Human Resources Management
State University of New York
College of Agriculture and Technology
Cobleskill, NY 12024

An EO/AA Employer

Research/Religious History

Research Associate/Coordinator to assist Indiana Religious History Association and POLIS Research Center at Indiana University-Purdue University at Indianapolis in planning a multi-year project on religion in Indianapolis history and researching and writing the religion section of the Encyclopedia of Indianapolis. One-year appointment with possibility of reappointment. Starting date September 1, 1992 or as soon as possible thereafter. Requirements: Doctorate or ABD in community/social history, religious studies, or sociology of religion. Salary: \$25,000/year plus university fringe benefits. To apply, send letter, vita, and names, addresses, and telephone numbers of three references to Religious History Project, POLIS Research Center, CA 301, 426 University Blvd., Indianapolis, IN 46202-5140. Review of applications will begin on July 16 and continue until position is filled. AA/EEO.

Consulting/Psychology Consultant: The University of Kentucky Counseling Center is seeking a part-time consultant in counseling or clinical psychology interested in working with a team of dedicated professionals in a dynamic, highly visible counseling center. Experience required in individual, group, and family counseling, crisis intervention, career assessment, and evaluation. Minimum requirements: a Ph.D. in Counseling or Clinical Psychology and one year of related professional experience. A preference is given to a college counseling center consultant in the Counseling Center. Salary is commensurate with experience. Excellent benefits. Position is temporary and may be extended. Applications will begin July 1, 1992, but may be extended if additional applicants are necessary. An Affirmative Action/Equal Opportunity Employer. The University of Kentucky Counseling Center is seeking applications from minority and women candidates. Send letter of application, vita, and three references to Job #310577, Employment, University of Kentucky, 252 East Main Street, Lexington, Kentucky 40506-2613.

Teachers College, Columbia University DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Assistant/Associate Professor One-Year Term Appointment

The Department is seeking an assistant/associate professor for a one-year term appointment, renewable, with primary responsibility for supporting doctoral students engaged in field-based research projects in urban educational centers. Design the development of multi-faceted conceptual school system simulation. Qualifications: Earned doctorate in educational administration or related area with demonstrated abilities in qualitative and quantitative methodologies. Experience in urban, multi-cultural school settings preferred. Review of applications will begin June 22 and continue until successful. Curriculum vitae should be sent immediately to Professor Frank Suter, Box 57, Teachers College, Columbia University, New York City, NY 10027.

Teachers College as an institution has long been committed to a policy of equal opportunity in employment. In offering higher education in the discipline areas of education, psychology, and health services, the College is committed to providing expanding employment opportunities to minorities. In its own activities and in its society, candidates whose qualifications and experience are directly relevant to complementary College priorities (e.g., urban and minority concerns) may be considered for a higher rank than advertised.



Teachers College
Columbia University
525 West 120th Street
New York, New York 10027

The Martin and Margy Meyerson Professorship of Urbanism

The Search Committee for the Martin and Margy Meyerson Professorship of Urbanism is pleased to announce that it is currently accepting the applications of qualified candidates. A cross-disciplinary chair, this professorship of urbanism is designed for a distinguished senior scholar specializing in the field of urbanism. The chair should possess a demonstrated capacity for public thinking on issues related to the planning, design and/or management of contemporary cities and metropolitan regions. The initial holder of this chair will be appointed as a faculty member in a department of the Graduate School of Fine Arts. The chair holder is expected to function across departmental lines within the School and other University of Pennsylvania departments having a significant interest in urbanism. Specifically, he or she will be expected to chair doctoral committees at the School of Fine Arts, and serve on doctoral committees at other schools within the University.

Interested candidates should forward their curriculum vitae to the Search Committee Chairperson, Professor Peter D. Hall, Third Floor, 256 South 37th Street, Philadelphia, PA 19104-6330. The Center's telephone number is 215-898-9987.

The University of Pennsylvania is an equal opportunity employer.

General Psychology Faculty Position METROPOLITAN STATE UNIVERSITY

Full-time probationary position. Teach up to five discipline courses and one individualized educational planning course a year; develop a system for orientation and degree planning for psychology students; coordinate all sections of general psychology; assist in developing graduate program in professional psychology. A doctoral degree in psychology or related discipline, minimum of 3 years teaching experience in general psychology required. Minnesota licensed or licensable required. Successful candidates will begin no later than August 10, 1992 and will remain on until a suitable candidate is found. Appointment date: September 25, 1992 or as soon after as possible. For additional information, call (612) 772-7707. Submit a letter of application, resume and the names, addresses and telephone numbers of four references to General Psychology Search Committee Chair, Metropolitan State University, 700 East 7th St., St. Paul, MN 55108-8000.

An Affirmative Action, Equal Opportunity Employer
Minnesota State University System

Curriculum and Instruction: Assistant/Associate Professor, nine month faculty position available Fall, 1992. Doctorate degree with a major in Elementary Education; certification in School Administration; teaching and administrative experience in public schools; and a minimum of three (3) years of experience in curriculum and instruction. Send letter of application, resume, and three references by July 15, 1992, to Dr. Larry Hickey, Chair, Division of Curriculum and Instruction, P.O. Box 3113, Delta State University, Cleveland, Mississippi 38731. EOE/AAE.

Criminal Justice: Tenure track position in 1992. Responsibilities include teaching a variety of undergraduate courses, advising majors, and assisting with student organizations. Ph.D. in Criminal Justice or related field preferred. By ABD and/or research experience in the field. Send letter of application, vita, and three references to Dr. J. L. Hickey, Chair, Division of Curriculum and Instruction, P.O. Box 3113, Delta State University, Cleveland, Mississippi 38731. EOE/AAE.

Bainbridge College Faculty Vacancies

Department Chairperson for Developmental Studies: 12-month tenure track. Recruits, organizes, and evaluates faculty and staff; plans class schedules, curriculum development; plans and executes the instructional service, and research functions of the department; and performs other duties as assigned. Begins August 1 reporting to the Vice President of Academic Affairs. Must meet instructor qualifications as described below for instructor of reading or English plus the equivalent of three years' full-time teaching experience in developmental education, preferably at the college level. Doctorate and academic administrative experience are preferred.

Instructor of English and Instructor of Reading: These two positions are 9-month, tenure-track. Duties include teaching 15 credit hours per quarter, serving on assigned committees, and advising students. Teaching is part of the assigned load. Requires a Master's degree in reading, English, developmental or adult education with a minimum of 18 graduate semester hours (27 quarter hours) in the subject field, English or reading. Teaching in the community college and experience with computer-aided instruction is highly desirable. Successful candidates will display a commitment to the teaching-learning process in the two-year college. Begins September 1.

About Bainbridge College: Located in southwest Georgia, Bainbridge College is a two-year, nonsectarian college situated on 173 acres of native pine and oak adjoining a lake. A two-year unit of the University System of Georgia, the College serves 1,800 credit students. The college offers transfer and technical career programs plus a variety of programs of continuing education.

To Apply: Mail a letter of application, a vita, unofficial transcripts for total review, and names of three references complete with addresses and phone numbers to: Developmental Studies Search Committee, c/o Academic Affairs, Bainbridge College, P.O. Box 953, Bainbridge, GA 31717-0953. Two positions, English and Reading, will be filled with one selected to be department chairperson. Applicants should specify in the cover letter their desire to be considered for both positions, instructor and chairperson. Salaries based upon qualifications and experience. Applications Due: June 25, 1992. AA/EOE.



Department of French

Eighteen-month, full-time sabbatical leave replacement beginning with the spring semester, January 1993, continuing academic year 1993-94. Area of specialization open. Must be able to teach a variety of language classes on all levels; possibility of teaching advanced literature course in specialization. Ph.D. and college-level teaching experience preferred. Gettysburg College is a highly selective liberal arts college located within an hour and one-half of the Washington/Baltimore area. Equal opportunity, affirmative action employer; women and minorities are encouraged to apply. Send letter, CV and letters of recommendation to: Anne G. Tannenbaum, Chairperson, Department of French, Gettysburg College, Gettysburg, PA 17325. Review of applications will begin August 1, 1992 with on-campus interviews in September.

CHADRON STATE COLLEGE Psychology/Counseling SEARCH REOPENED

Assistant/Associate Professor of Psychology/Counseling to teach graduate and undergraduate courses in Psychology and Counseling. Tenure track position effective August 21, 1992. Earned Doctorate in Psychology and/or Counseling; school counseling or college experience is desirable. Salary is competitive. Open until filled; review of position begins July 1, 1992.

Chadron State College, located in northwestern Nebraska, is a comprehensive state institution of 3,300 students, granting graduate and undergraduate degrees. Send a letter of application, three current letters of reference, personal resume and transcripts to: Mr. Ron Busch, Personnel Office, Chadron State College, 1000 Main Street, Chadron, NE 69337-2600. EOE/AAE.

Curriculum and Instruction: Assistant/Associate Professor, nine month faculty position available Fall, 1992. Doctorate degree with a major in Elementary Education; certification in School Administration; teaching and administrative experience in public schools; and a minimum of three (3) years of experience in curriculum and instruction. Send letter of application, resume, and three references by July 15, 1992, to Dr. Larry Hickey, Chair, Division of Curriculum and Instruction, P.O. Box 3113, Delta State University, Cleveland, Mississippi 38731. EOE/AAE.

Curriculum and Instruction: Assistant/Associate Professor, nine month faculty position available Fall, 1992. Doctorate degree with a major in Elementary Education; certification in School Administration; teaching and administrative experience in public schools; and a minimum of three (3) years of experience in curriculum and instruction. Send letter of application, resume, and three references by July 15, 1992, to Dr. Larry Hickey, Chair, Division of Curriculum and Instruction, P.O. Box 3113, Delta State University, Cleveland, Mississippi 38731. EOE/AAE.

University of Wisconsin Oshkosh COLLEGE OF NURSING FACULTY POSITIONS

ASSISTANT PROFESSOR—Undergraduate Program, tenure track position for Fall 1992. Responsible for classroom and clinical instruction in integrated nursing curriculum. Minimum qualifications: Master's Degree in Nursing; doctorate preferred. Medical-Surgical, Critical Care or Community Health specialty preferred.

ASSISTANT/ASSOCIATE PROFESSOR—Graduate Program, tenure track position for Fall 1992 in primary health care program with emphasis of Family Nurse Practitioner, Gerontological Nurse Practitioner, Education or Administration. Minimum qualifications: Master's Degree in Nursing; doctorate preferred. Teaching experience required. Rank dependent on educational experience.

The University of Wisconsin Oshkosh is one of four colleges comprising the University on a campus of approximately 11,000 students. The campus is located in Oshkosh, Wisconsin, which is 80 miles north of Milwaukee, 80 miles west of Madison, and 175 miles north of Chicago. The area supports a quality of life environment, surrounded by lakes, seasonal activities, and cultural variety.

The College of Nursing offers undergraduate and graduate programs fully accredited by the National League for Nursing and supports expanding continuing education programs.

If interested, send application and curriculum vitae to: Penny S. Cass, Dean, College of Nursing, University of Wisconsin Oshkosh, Oshkosh, Wisconsin 54901. Phone: (414) 424-3089 (call collect).

The University of Wisconsin Oshkosh is an Equal Opportunity, Affirmative Action Employer. Minorities candidates are encouraged to apply.

FACULTY POSITIONS

Santa Fe Community College Gainesville, Florida

The Positions: Full-time, tenure track positions are available in Accounting, Child Development, English, French, History, Mathematics, Office Systems Technology and Physics. Contract Period is 10 months. Fall term begins August 24, 1992.

The Qualifications: Must have a Master's degree with 18 hours in specific field. Community college teaching experience preferred.

How to Apply: Send updated resume and application with three letters of recommendation and transcripts preferably before selection process begins July 22, 1992. Applications will be received until positions are filled.

Dr. G. Thomas Delahno
Dean of Human Resources and Planning
Santa Fe Community College
3000 NW 83rd Street
Gainesville, FL 32604
(904) 395-5185

Equal Opportunity Employer

FILM

Assistant Professor, Tenure Track

Teach graduate and undergraduate courses in film history, theory, criticism and practice; supervise in areas of interest; coordinate the annual Oshkosh Film Conference; serve on graduate and other committees. Ph.D. or M.F.A. required; evidence of quality teaching experience. As the major degree program of the School is the M.F.A., production experience is desired. Appointment begins September 1, 1992. Salary: \$30,000-\$32,000/month.

Send a letter of application, curriculum vitae, sample of scholarship, and names of three references to:

David O. Thomas, Director
School of Film
Lindley Hall
Ohio University
Athens, Ohio 45701
Phone: (614) 593-1323
Fax: (614) 593-4221

Closing Date: June 24, 1992 or until position is filled.

Ohio University is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

For a full-time Director of Development who will be of several reports to the Vice President for Development/Planning, the University of Illinois at Urbana-Champaign seeks a full-time Director of Development for the College of Business. The Director of Development is responsible for the evaluation, cultivation, and solicitation of funds on behalf of the University. This position requires a minimum of 10 years of experience in fundraising, grant writing, and development. The Director of Development must have a minimum of 10 years of experience in fundraising, grant writing, and development. The Director of Development must have a minimum of 10 years of experience in fundraising, grant writing, and development.

Development: Assistant Vice President. Liberal arts college seeks person to provide assistance to Vice President and Executive Director in areas of fundraising, grant writing, and development. The position requires a minimum of 10 years of experience in fundraising, grant writing, and development. The position requires a minimum of 10 years of experience in fundraising, grant writing, and development. The position requires a minimum of 10 years of experience in fundraising, grant writing, and development.

ENGINEERING INSTRUCTOR

A full-time, tenure-track position beginning September, 1992 and continuing with annual nine-month contracts. The position involves instruction, advising students, school committees and other institutional responsibilities. Master's degree and work experience in engineering or a Bachelor's degree, plus graduate coursework and engineering work experience required. Preference will be given to applicants with a Master's degree in engineering.

The salary is determined by the college salary schedule according to the applicant's education, teaching and work experience. The range is \$28,407-\$38,483 under the current contract. GRCC (for all full-time, tenure-track positions) is an agency shop. Green River Community College is located in Auburn, WA, about 30 miles from both Seattle and Tacoma. The college is known for its commitment to students and its beautiful natural setting. Applications are due by 4:00 p.m., Monday, July 27. For the REQUIRED application package contact:



An Affirmative Action, Equal Opportunity Employer.

Personnel Office
Green River
Community College
12401 SE 32nd Street
Auburn, WA 98001
(206) 833-8111, x66
Fax (206) 735-6264

SOCIAL WORK

School Home Services Program

West Georgia College, School of Education, seeks applications for a tenure-track position in the Department of Counseling and Educational Psychology. This is an exciting new position in a new School Home Services program that provides an opportunity to work with graduate students in teaching and research on school, home, community and social issues. Responsibilities include: instruction in social work or MSW with emphasis in related field; record of teaching and research to meet requirements for appointment to the graduate faculty; commitment to excellence in teaching and research activity; commitment and interest in building new programs; willingness to travel in-state traveling required as part of the department's all-campus offerings.

The Department of Counseling and Educational Psychology, one of eight departments in the School of Education, offers NCATE approval M.Ed. and Ed.S. programs and offers support services for a comparative doctorate with the University of Georgia. Located 50 miles north of Atlanta, West Georgia College, a senior college in the University System, has about 7,500 students. The tenure-track position begins September, 1992. Send letter of application, vita, unofficial transcripts, and three letters of recommendation to: Dr. Dan Adams, School of Education, West Georgia College, Carrollton, Georgia 30118. Review of applications will continue until position is filled.

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

CLARK ATLANTA UNIVERSITY

Department of Criminal Justice Administration

CRIMINAL JUSTICE: Two (2) tenure track Assistant Professor positions available for September 1992. Doctorate in Criminal Justice or related field required. ASD candidates with anticipated June 1992 graduation will be considered. One Assistant Professor to teach in the specialized area of public and to provide training for law enforcement agencies and security departments. One Assistant Professor to teach in the specialized area of corrections. Send resume, three reference letters and a sample research paper by July 1, 1992.

Dr. K. S. Murty, Chair
Department of Criminal Justice
Clark Atlanta University
223 James P. Brawley Drive at Fair Street, SW
Atlanta, GA 30314

Clark Atlanta University is an equal opportunity employer.

Development: Assistant Dean for Development. The University of Illinois at Urbana-Champaign seeks a full-time Director of Development for the College of Business. The Director of Development is responsible for the evaluation, cultivation, and solicitation of funds on behalf of the University. This position requires a minimum of 10 years of experience in fundraising, grant writing, and development. The position requires a minimum of 10 years of experience in fundraising, grant writing, and development.

Development: Associate Director of the Annual Fund. The University of Illinois at Urbana-Champaign seeks a full-time Director of Development for the College of Business. The Director of Development is responsible for the evaluation, cultivation, and solicitation of funds on behalf of the University. This position requires a minimum of 10 years of experience in fundraising, grant writing, and development. The position requires a minimum of 10 years of experience in fundraising, grant writing, and development.

Development: Assistant Dean for Development. The University of Illinois at Urbana-Champaign seeks a full-time Director of Development for the College of Business. The Director of Development is responsible for the evaluation, cultivation, and solicitation of funds on behalf of the University. This position requires a minimum of 10 years of experience in fundraising, grant writing, and development. The position requires a minimum of 10 years of experience in fundraising, grant writing, and development.

ANGELO STATE UNIVERSITY SAN ANGELO, TEXAS

ASSISTANT, ASSOCIATE, OR PROFESSOR OF ACCOUNTING

1992-93 ACADEMIC YEAR (Two Positions)

DATE OF APPOINTMENT: August 27, 1992

SALARY: \$40,276 to \$51,904 for nine months plus attractive University fringe benefits. Summer teaching for six weeks in addition to a six-week research assignment at the same rate of pay will be available for the 1993 summer season.

Financial assistance of up to \$5,000 may be provided to assist in the actual moving expenses to San Angelo.

RESPONSIBILITIES: Teach twelve semester credit hours each semester at the graduate and undergraduate level. Desired teaching fields include auditing, theory, tax, and cost accounting.

THE UNIVERSITY: Angelo State University was recognized as one of the "Up and Comers" in American higher education in U.S. News and World Report's 1991 College Guide. America's Best Colleges, based upon a reputational survey of the nation's college presidents and deans. The University has one of the most modern and attractive campuses in the nation and is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the associate, bachelor's, and masters' levels. The University student body of approximately 6,100 ranks first among regional universities in Texas in the high percentile ranking of entering freshmen in their high school graduating classes. The University offers one of the largest and most distinctive academic scholarship programs in the nation.

QUALIFICATIONS: Academic: Ph.D. or DBA degree with a major or concentration in Accounting. Experience: Teaching experience is preferred.

SPECIAL SKILLS OR REQUIREMENTS: CPA Certification preferred. Ability to work with LOTUS 1,2,3 preferred. Ability to communicate effectively with undergraduate students. Candidate should be dedicated to excellence in teaching and have a strong commitment to high academic and professional standards both in and outside of the classroom.

APPLY TO: Dr. Andrew J. Dene, Head
Department of Accounting, Economics, and Finance
Angelo State University
San Angelo, Texas 76909
(915) 942-2046 FAX (915) 942-2038

APPLICATION DEADLINE: Open, but may be closed at any time after July 1, 1992.



AN EQUAL OPPORTUNITY EMPLOYER

A MEMBER OF THE TEXAS
STATE UNIVERSITY SYSTEM

THEATRE/SPEECH COMMUNICATIONS

Tenure-track position in Theatre/Speech Communications. MFA or Ph.D. in Theatre or Speech Communications required. Responsibilities include: teaching a variety of theatre and introductory speech/oral communications classes and participating in curricular review and planning for the enhancement of the speech communications courses for general education and the interdisciplinary studies programs. Ability to direct one stage production a year and assist with technical theatre responsibilities. Salary and rank commensurate with degree and experience. Screening begins 6/22/92. Available 8/1/92. Send letter stating career goals and interest in the position, resume, transcripts, and the names of three references to: Dr. Martha Anne Dow, VTAA, Northern Montana College, Havre, MT 59501. AA/EEO.

Graduates preferred. Begins September 1, 1992. Deadline June 30, 1992. Send a letter and vita listing three references to: Personnel Office, Middle Georgia College, Cochran, Georgia 31014-1992. Middle Georgia College is a graduate-level two-year college of the University System of Georgia. It is located in Cochran, Georgia, forty miles south of Macon, Georgia. It is located in a beautiful area with an enrollment of approximately 1700 students. AA/EEO.

Early Childhood Education: K-3. Responsibilities include: teaching early childhood education courses and supervising student teachers in early childhood education. The position requires a minimum of 10 years of experience in early childhood education. The position requires a minimum of 10 years of experience in early childhood education. The position requires a minimum of 10 years of experience in early childhood education.

Development: Assistant Dean for Development. The University of Illinois at Urbana-Champaign seeks a full-time Director of Development for the College of Business. The Director of Development is responsible for the evaluation, cultivation, and solicitation of funds on behalf of the University. This position requires a minimum of 10 years of experience in fundraising, grant writing, and development. The position requires a minimum of 10 years of experience in fundraising, grant writing, and development.

ANTICIPATED VACANCIES - SUMMER/FALL 1992

Nassau Community College is a multi-cultural, long-standing college with an enrollment of 23,000 students. Faculty members with a commitment to diversity and pluralism are sought for summer/fall 1992.

ENGINEERING/PHYSICS/TECHNOLOGY DEPARTMENT
Instructor (Search Extended)
 The Engineering/Physics/Technology Department seeks a full-time tenure-track instructor for its ASEE-accredited Civil Engineering program. The program emphasizes teaching with a strong emphasis on design, analysis, and synthesis. The successful candidate will have a minimum of three years' relevant experience in Civil Engineering Technology. The successful candidate will be required to teach a Bachelor's degree with a valid NY State professional license. Prior college teaching experience is desirable. (Reply Box 10)

ADJUNCT INSTRUCTOR - 2nd Summer Session
 The Department seeks qualified candidates for adjunct teaching in the area of Physics (day or evening). Qualifications: Master's Degree in Physics or related field. Prior college teaching experience desirable. (Reply Box 11)

ALLIED HEALTH SCIENCES
Full-time Technical Assistant (Search Extended)
 Full-time Technical Assistant position in the Department of Allied Health Sciences. The successful candidate will be responsible for the maintenance and repair of medical equipment. The successful candidate will have a minimum of three years' relevant experience in Allied Health Sciences. The successful candidate will be required to teach a Bachelor's degree with a valid NY State professional license. Prior college teaching experience is desirable. (Reply Box 12)

THEATRE/DANCE DEPARTMENT - Adjunct Instructor
 Adjunct Instructor needed to teach Ballet, (3 contact hours), introductory level Technical Theatre factors class for majors and general liberal arts students. Class overview will include Musical Theatre, Design, Script, and Production. The successful candidate will have a minimum of three years' relevant experience in Theatre/Dance. The successful candidate will be required to teach a Bachelor's degree with a valid NY State professional license. Prior college teaching experience is desirable. (Reply Box 13)

ADJUNCT TECHNICAL ASSISTANT - Piano Accompanist
 Part-time Piano Accompanist needed for both modern and classical classes beginning September 2, 1992. Schedule to be determined. Candidates must possess improvisational skills. (Reply Box 14)

TECHNICAL POSITION FOR FOREIGN LANGUAGE - Instructor
 Full-time Technical Assistant position in the Department of Foreign Languages. The successful candidate will be responsible for the maintenance and repair of language laboratory equipment. The successful candidate will have a minimum of three years' relevant experience in Foreign Languages. The successful candidate will be required to teach a Bachelor's degree with a valid NY State professional license. Prior college teaching experience is desirable. (Reply Box 15)

Adjunct Technical Assistant - Technical Assistant
 Adjunct Technical Assistant position in the Department of Foreign Languages. The successful candidate will be responsible for the maintenance and repair of language laboratory equipment. The successful candidate will have a minimum of three years' relevant experience in Foreign Languages. The successful candidate will be required to teach a Bachelor's degree with a valid NY State professional license. Prior college teaching experience is desirable. (Reply Box 16)

Mr. Harold Bellinger, Affirmative Action Officer
NASSAU COMMUNITY COLLEGE
 ONE EDUCATION DRIVE, GARDEN CITY, NEW YORK 11530-6793
 AFFIRMATIVE ACTION EQUAL OPPORTUNITY EMPLOYER

University of Kentucky

The Department of Surgery, University of Kentucky College of Medicine, has faculty positions open in the following divisions:

Cardiovascular and Thoracic Surgery
 Pediatric Surgery
 Urology
 Orthopaedic Surgery
 General Surgery
 Neurosurgery
 Otolaryngology
 Plastic Surgery

Candidates should have a strong clinical and research background and must be board certified (or eligible). The University of Kentucky is an equal opportunity employer. Minorities and women are encouraged to apply. Send curriculum vitae to:

Byron Young, M.D.
 Johnston-Wright Chair of Surgery
 Department of Surgery
 University of Kentucky College of Medicine
 800 Rose Street
 Lexington, KY 40536

FULL-TIME, TENURE-TRACK INSTRUCTOR POSITIONS

at
Black Hawk Community College
 Moline, IL

Seeking applicants for:
SPEECH INSTRUCTOR: Instruct classes in Fundamentals of Speech and 2 or more of the following classes: broadcasting, public relations, interpersonal communication, intercultural communication or business & professional communications. Master's degree in Speech Communications required.

MUSIC INSTRUCTOR: Instruct classes in Music Fundamentals, Theory, Literature, and Music Appreciation. Complete applications for music and directing ensemble groups may be required with proficiency in keyboard and 1 or more performance areas (voice, piano, guitar, etc.).

Nassau Community College level teaching experience preferred. Positions require oral English proficiency for classroom instruction. Screening begins 7/1/92. Submit letter of intent and curriculum vitae to Human Resources, 6600 34th Avenue, Irvine, IL 61265. Screening begins 7/1/92. We are an equal opportunity employer. M/F/V/H.

Early Childhood Education: Non-tenure track instructor position beginning September 1992. Full-time position. The successful candidate will be responsible for the instruction of early childhood education students. The successful candidate will have a minimum of three years' relevant experience in Early Childhood Education. The successful candidate will be required to teach a Bachelor's degree with a valid NY State professional license. Prior college teaching experience is desirable. (Reply Box 17)

Economics/Community Development: Center Director, University of South Carolina. The successful candidate will be responsible for the management and coordination of the Center's activities. The successful candidate will have a minimum of three years' relevant experience in Economics/Community Development. The successful candidate will be required to teach a Bachelor's degree with a valid NY State professional license. Prior college teaching experience is desirable. (Reply Box 18)

STUDIO ART / CRAFTS INSTRUCTOR

Auburn Hills Campus

Oakland Community College is currently accepting applications for a full-time, ten-month faculty position beginning September 1, 1992. The College, a public multi-campus institution serving 29,000 students, is located in suburban Detroit, Michigan.

Qualifications: Master's (or higher) degree in Fine Arts and two years of recent work experience in the area. The following may be substituted for the Master's degree:

1. A Bachelor's degree in the discipline and five years of recent work experience in the area;
2. An Associate degree in the discipline and eight years of recent work experience in the area; or
3. Eleven years of recent work experience in the area.

Preference will be given applicants with background and experience in ceramics and jewelry with possible experience in stained glass, woodworking, arts and crafts, and design.

Salary: Between \$28,915-\$34,204 annually. Excellent benefits.

Applicants must complete an application form and provide a current resume, copies of transcripts for all degrees earned (photo copies acceptable), minimum of 20 slides of current work, and salary history.

Deadline to apply: Applications will be mailed through 5:00 p.m. on Tuesday, June 30, 1992. To receive an application form, please call the Human Resources Department at (313) 540-1579. Refer to position no. 92-18-C.

As an Affirmative Action, Equal Opportunity Employer
 Oakland Community College is seeking candidates who will augment the diversity of its faculty, staff and administration.

Director of Human Resources
 Morris Brown College
 643 Martin Luther King, Jr. Drive, N.W.
 Atlanta, Georgia 30314-4140

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MORRIS BROWN COLLEGE

Faculty Vacancies

Morris Brown College is a private, four-year liberal arts, coeducational institution, founded in 1881 by the African Methodist Episcopal Church. The College has approximately 2,000 students and over 300 faculty and staff. It is a part of the Atlanta University Center Complex and located a few blocks from downtown Atlanta.

The positions will be available August 1992. Applicants for consideration must be citizens of the United States or authorized residents. The closing date to receive applications is July 15, 1992.

1. Assistant or Associate Professor: Criminal Justice (Openings)

DUTIES: Teach courses in Criminal Justice including system of corrections, comparative criminal justice with emphasis on the third world and criminal justice theory. The teaching load is 12 hours per semester.

Qualifications: Ph.D. in Criminal Justice or related field, ABD considered. Strong interest in research, skills in proposal writing, teaching and field experience required. Excellent communication and interpersonal skills needed. The successful candidate must have demonstrated skills and effectiveness in working with a culturally diverse population of students.

2. Assistant/Associate Professor: Chemistry (Openings)

DUTIES: Teach undergraduate general/organic chemistry; conduct research in interest and perform other related duties.

Qualifications: Doctoral degree in Chemistry required. Teaching experience desired; salary negotiable.

Application Procedure
 Send letter of application, resume, transcript and three current letters of recommendation by closing date to:

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 Morris Brown College
 643 Martin Luther King, Jr. Drive, N.W.
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FORT VALLEY STATE COLLEGE

School of Arts and Sciences

An 1890 Land-Grant Institution located in Middle Georgia with a student population of 2400.

DEPARTMENT OF MATHEMATICS AND PHYSICS:
 Department Head: Rank of Assistant/Associate Professor: Ph.D. in Mathematics. Excellent teaching, advising, communication and interpersonal skills required. Some administrative experience desired.

Instructor/Assistant Professor of Mathematics and/or Physics: Ph.D. in Mathematics, Physics or related field, full-time college teaching experience, excellent communication and interpersonal skills, and a strong commitment to teaching excellence.

Assistant/Associate Professor of Marketing: Ph.D. in Marketing or related field; full-time college teaching experience and a strong commitment to teaching excellence, excellent communication and interpersonal skills.

Salary: Commensurate with qualifications and experience.

Application Deadline: June 30, 1992.

Position Available: September 1, 1992.

Send letter of application, resume and the names, addresses, and telephone numbers of three references to: Dr. Samuel D. Jolley, Jr., Dean of Arts and Sciences, 1005 State College Drive, Fort Valley State College, Fort Valley, GA 31030-9833.

Current Federal law requires identification and eligibility verification prior to employment. Only U.S. citizens and aliens authorized to work in the United States may be employed.

An Equal Opportunity, Affirmative Action Employer

ST. LAWRENCE UNIVERSITY
 Chemistry Department

Applications are invited for a term appointment beginning September, 1992 to teach half-time in the University's First Year Program and full-time in the Department of Chemistry. The First Year Program is an interdisciplinary, team-taught, core course which emphasizes the development of writing skills and critical thinking. Fields of specialization in chemistry will be considered, but preference will be given to environmental chemistry. Strong teaching skills are desired. The initial appointment will be for the 1992-93 academic year with the possibility of renewal for two additional years. Candidate should submit a resume and three letters of reference. Candidate resumes will begin July 1, 1992. Contact:

Samuel S. Stradlin
 Department of Chemistry
 St. Lawrence University
 Canton, NY 13617

St. Lawrence University is committed to fostering multicultural diversity in its faculty, staff, student body and programs, and to the highest standards of academic excellence. Affirmative Action employer. We specifically encourage applications from women, minorities, and persons with disabilities.

Assistant or Associate Professor
 Forest Management/Economics

Department of Forest Resources, Clemson University
 Clemson, South Carolina

Clemson University seeks applicants for a tenure-track faculty position in forest management and economics. This is a 12-month teaching and research appointment.

Responsibilities: 1) Teach one or two undergraduate courses, one in forest ecology, one in forest management, and one in forest economics. 2) Develop and conduct a research program in forest ecology, forest management, or forest economics. 3) Participate in the development of the department's curriculum and the university's curriculum. 4) Participate in the development of the department's curriculum and the university's curriculum. 5) Participate in the development of the department's curriculum and the university's curriculum.

Qualifications: Ph.D. with at least one degree in forestry, preferably the M.S. degree in forest ecology, forest management, or forest economics. A strong record of research productivity is desired. Wages and salaries are commensurate with qualifications and experience. A strong record of research productivity is desired. Wages and salaries are commensurate with qualifications and experience.

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The University of Northern Iowa

College of Education

Department of Curriculum and Instruction
 Assistant/Associate Professor, Elementary Education (Search Extended). Tenure track. Position open until filled. Screening of applicants begins June 22, 1992. Send inquiries to Dr. Peggy Lohr, Head, Department of Curriculum and Instruction, Schindler Education Center, University of Northern Iowa, Cedar Falls, IA 50614-0006. (319) 273-2167.

Professor of Early Childhood or Elementary Education (Graduate Studies)
 Tenure track. Position open until filled. Screening of applicants begins June 22, 1992. Send inquiries to Dr. Peggy Lohr, Head, Department of Curriculum and Instruction, Schindler Education Center, University of Northern Iowa, Cedar Falls, IA 50614-0006. (319) 273-2167.

The department encourages applications from minority persons, women, disabled persons and Vietnam area veterans.

UNI is an Equal Opportunity Employer and Employer with a comprehensive plan for Affirmative Action.

Search Re-opened
 DIVISION CHAIRPERSON - HEALTH CAREERS

MIDDLESEX COMMUNITY COLLEGE is a public college with campuses in Bedford, Haverhill and Lowell serving the northeast suburban region outside Boston. The College serves the largest population area of the state with nearly one-quarter of the state's population within a fifteen-mile radius.

The successful candidate will assume administrative and academic responsibility for the College's health programs including Dental Assisting, Dental Hygiene, Dental Laboratory Technology, Diagnostic Medical Sonography, Medical Assisting, Medical Laboratory Technology, Nursing, Radiologic Technology, Occupational Therapy Assistant and related post-fundamental programs.

Qualifications must include a Master's degree in health-related field and 8 years' college level teaching and/or administrative experience in health careers, preferably at a community college. Ability to interact successfully with students, faculty, staff and the general public throughout the college community a essential. Strong oral and written skills required.

Salary range \$46,000-\$51,000 for a 12-month year. Send letter, resume and supporting materials demonstrating experience to:

Dr. Stephen Leeb (Affirmative Action)
 Dr. Richard Kolinsky (Accounting)
 Dr. Alan R. Hovner (Information Systems)
 Dr. Bruce Golden (Management Science/Statistics)
 Dr. Richard Durand (Marketing)
 Dr. Edwin Lucas (Management and Organization)
 Dr. Thomas Corsi (Transportation and Business Law/Public Policy)

The University of Maryland is an equal opportunity, affirmative action employer. Women and minorities are encouraged to apply.

CHAIRPERSON-ACCOUNTING
 Dawson College, Western New York's most dynamic young college, is about to embark upon a mission to develop a premier Accounting Program.

This financially secure, academically progressive, career-oriented liberal arts college has committed itself to do whatever it takes to build a powerhouse Accounting Program. It will take time, resources and commitment, but first it will need leadership.

We are looking for a chairperson to lead this venture. Ph.D. in Accounting is required. Everything else is negotiable. This is the opportunity for an energetic leader to step up and create. Serious applicants should send curriculum vitae to Dr. Charles F. Rudy, V.P. for Academic Affairs and Dean of the College, Dawson College, 3300 Main Street, Aurora, NY 14204. The deadline for applications is August 1, 1992 or until position is filled. RDA/AE

SOUTH FLORIDA COMMUNITY COLLEGE
 HEAD COACH, MEN'S BASKETBALL—A position of coach needed to provide leadership for quality two-year college men's basketball program. At least four years of successful men's basketball coaching experience is required (post-secondary experience preferred) as well as a proven record of student athletic development. The coach will also teach post-secondary courses or supervise students' activities. Applicant must hold a valid Ph.D. degree (minimum) required in accordance with SAC C standards. Salary is competitive. Applications must be received by 5:00 p.m. July 7, 1992. Contact Personnel (813) 451-6461, ext. 132 for application information.

An equal access, equal opportunity institution.

Education Psychology/Development: The Department of Educational Psychology is seeking a full-time Assistant or Associate Professor for a tenure-track position beginning August 22, 1992. The successful candidate will be responsible for the instruction of graduate students in the field of Educational Psychology, Child Development, and Adolescent Development which are in conjunction with a multidisciplinary approach to research. The successful candidate will be responsible for the instruction of graduate students in the field of Educational Psychology, Child Development, and Adolescent Development which are in conjunction with a multidisciplinary approach to research.

Qualifications: Ph.D. with at least one degree in Educational Psychology, Child Development, or Adolescent Development. A strong record of research productivity is desired. Wages and salaries are commensurate with qualifications and experience. A strong record of research productivity is desired. Wages and salaries are commensurate with qualifications and experience.

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CLARK ATLANTA UNIVERSITY

Clark Atlanta University (CAU) was formed in 1988 through the consolidation of Atlanta University, founded in 1865, and Clark College, founded in 1869, creating a 1,000-acre campus and 1,100 graduate students from over 40 states and 50 countries. CAU is one of only two private, historically black, comprehensive universities in the nation offering degrees from the bachelor's through the doctorate. The University is comprised of the Schools of Arts and Sciences, Education, Business Administration, Library and Information Studies and Social Work.

The School of Social Work

The School of Social Work invites applications for the 1992-93 academic year for five tenure-track positions and one professional staff position. Associate Deans Reports to the dean, responsible for the management of the MSW Program and other day-to-day administrative duties. Administrative experience in a School of Social Work is desirable.

The Ph.D. Program: Two positions, one of which may be senior level to teach Social Policy, Organization and Development, Social Work Administration. Each will conduct scholarly research, and chair student dissertations. Specialization in the fields of Health/Mental Health or Family and Children's Services is highly desirable.

The MSW Program: Assistant Professor, supervising experience in social work practice in Health/Mental Health or Family and Children's Services, ability to teach at least two foundation courses and carry field liaison assignments.

The above applicants must have the MSW or Ph.D. in Social Work or a closely related field, two or more years of social work practice experience and interest in grant writing, and demonstrated ability to conduct scholarly research.

Director of Field Education and Student Affairs: A twelve month position with responsibility for managing, monitoring and evaluating the Field Practice Program, developing the field curriculum for field instructors, managing an administrative process and other duties associated with student matriculation in the School. Must have the MSW, five years' administrative experience, ability to work with faculty and the social work community and excellent writing and public relations skills. Excellent benefits and salary should be commensurate with practice social work in the State of Georgia. Excellent fringe benefits.

Qualified applicants must submit a letter of application, curriculum vitae, sample of most recent scholarly work, and telephone numbers and addresses of three references with whom contact may be made. All materials should be submitted prior to June 30, 1992 to:

Dr. M. Bessley, Ph.D., Dean

Clark Atlanta University

School of Social Work

James P. Braxley Drive at Fair Street, S.W.

Atlanta, Georgia 30314

(404) 880-8548

Allied Health Professions Department

The Department offers the baccalaureate degrees in medical technology, medical records administration, medical illustration, community health education, nutrition, and physical therapy through affiliation with Georgia State University.

Chair of Allied Health Professions Department/Associate Professor. Provide academic and administrative leadership, development and delivery of academic programs; implementation of policy and procedures; ability to develop and maintain contracts with allied health care institutions. Individual must possess licensure/certification in one of the allied health clinical specialties; earned doctorate required.

Medical Technology Faculty/Assistant Professor. Full-time, tenure track position; must be licensed/certified medical technologist; ability to coordinate medical technology programs; teach department core courses and related electives; earned doctorate required.

Candidates should submit a letter of application, a resume and the names of at least three references with addresses and telephone numbers to:

Chair of Search Committee

Clark Atlanta University

Department of Allied Health Professions

121 Vivian W. Henderson Building

Atlanta, Georgia 30314

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

is accepting applications for:

DIVERSITY FACULTY INTERN PROJECT

Initial salary placement commensurate with experience and education.

APPLICATION DEADLINE: FRIDAY, JULY 17, 1992 at 5:00 p.m.

TO RECEIVE AN APPLICATION AND ANNOUNCEMENT, CONTACT:

VICTOR VALLEY COLLEGE

Personal Office

18422 Bee Valley Road

Victorville, CA 92392-9699

(619) 248-4271, ext. 500

Fax (619) 246-7221

Equal Opportunity, Affirmative Action, Title IX Employer

English: Rimol Eastern Community College is seeking applications for a full-time English instructor. The position is a tenure-track appointment. Applicants should possess appropriate education and experience for teaching English Composition and Literature at the college level. Illinois Basic Skills Test scores are required. Salary commensurate with experience. Send resume and transcripts to: Victor Valley College, 18422 Bee Valley Road, Victorville, CA 92392-9699. Fax: (619) 248-4271, ext. 500. Fax: (619) 246-7221.

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EDISON COMMUNITY COLLEGE

Professors and Student Services Personnel

A new campus has recently opened in Naples, FL and enrollment is exploding. Educators committed to excellence are needed in the following areas:

Ten-month teaching faculty. Master's degree in subject area OR master's degree and 18 graduate semester hours in subject area required. Community college teaching experience preferred. Minimum salary \$25,497; may vary with degree(s) and experience. Positions begin August 20, 1992.

• Learning Assistance—Master's in mathematics, mathematics education, English or reading with successful developmental education experience. Recruitment #CC-14D.

• Business—Master's in management, marketing, or business administration and successful business employment experience required. Recruitment #CC-15D.

• Physical Science—Chemistry, physics preferred. Recruitment #CC-16D.

• Modern Languages/Spanish—Spanish preferred; also 18 graduate hours in Spanish required. Recruitment #CC-17D.

• Humanities—Humanities, philosophy, or ethics preferred. Recruitment #CC-18D.

Twelve-month coordinator positions. Bachelor's required, master's preferred. Salary \$33,683. Positions available July 1, 1992.

• Financial Aid—Experience in successfully managing student financial aid programs required. Recruitment #CC-19D.

• Continuing Education—Successful experience in planning, conducting and evaluating continuing education or business training programs. Recruitment #CC-20D.

Candidates must submit an application letter addressing criteria in this notice and the position description, a completed ECC application and copy of appropriate transcripts. Please send to ECC Human Resources Department, Box 26210, Naples, FL 34106. The application deadline is July 2, 1992, or until the position is filled. Please call 813/489-9280 or FAX 813/489-9399 for position descriptions and minimal qualifications.

EAO/Employer

Smoke-free workplace

Lord Fairfax Community College

Instructor/Assistant Professor—Engineering Technology: Bachelor's degree in Engineering/Engineering Technology and a minimum of two years of related occupational experience required; master's degree with 18 graduate semester credits in Engineering/Engineering Technology, emphasis in mechanical or civil engineering technology and previous training experience in community college are preferred. Salary range \$23,859-\$32,694. Commonwealth of Virginia Application (DPT Form 10-012), resume, 3 Lord Fairfax Community College recommendation forms, copies of graduate and undergraduate transcripts required. Applications will be accepted until the position is filled; review will begin July 7, 1992.

Counselor for Project PRO (a community college/area hospital workplace literacy program) Respondent: Master's degree with 18 graduate semester hours in counseling/related field required; experience in high school/community college counseling, and demonstrated understanding of business/industry operations preferred. Salary based on qualifications and experience is negotiable. Commonwealth of Virginia Application (DPT Form 10-012), resume, 3 Lord Fairfax Community College recommendation forms, and copies of graduate and undergraduate transcripts must be received by July 6, 1992.

Counselor—Restricted, temporary 10/19/92 to 5/15/93; master's degree required position will replace counselor on educational leave. Successful candidate services experience in a community college is preferred. Salary is \$20,225 for the period. Commonwealth of Virginia Application (DPT Form 10-012), resume, 3 Lord Fairfax Community College recommendation forms, and copies of graduate and undergraduate transcripts required. Applications will be accepted until the position is filled; review will begin June 30, 1992.

Candidates for these positions should call the Personnel Office immediately for needed forms and additional information regarding the positions.

Women and minorities are encouraged to apply.

Lord Fairfax Community College, P. O. Box 42, Middletown, VA 22645, (703) 869-1120. An Affirmative Action, Equal Opportunity Employer.

English as a Second Language: Seeking a second language teacher for a full-time position. The position is a tenure-track appointment. Applicants should possess appropriate education and experience for teaching English Composition and Literature at the college level. Illinois Basic Skills Test scores are required. Salary commensurate with experience. Send resume and transcripts to: Victor Valley College, 18422 Bee Valley Road, Victorville, CA 92392-9699. Fax: (619) 248-4271, ext. 500. Fax: (619) 246-7221.

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MIDDLESEX Community College

Announcement of Anticipated Position Openings

Middlesex Community College, a mid-sized community college located in south central Connecticut, seeks full-time faculty and administrators for Fall 1992.

Faculty Positions

Duties include, among others, teaching and related preparation of assigned courses; course development; academic advising; service on college committees. Applicants must have a master's degree in the discipline or a related one, experience with non-traditional community college students preferred.

• History

• Biology - Anatomy and Physiology

• Ophthalmic Dispensing - Optician

• Sociology

Starting Date: Sept. 5, 1992 Approx. Annual Salary: \$30,000

Counselor

Duties include, among others, primary emphasis on career counseling and career placement; also, academic advising, skill building workshops, student assessments, problem resolution, service on college committees. Applicants must have a master's degree in counseling, student services or related area; experience with community colleges, non-traditional students and special student groups (veterans, women, minorities) preferred.

Starting Date: Sept. 1992 or negotiable Approx. Annual Salary: \$30,000

Technical Services/Bibliographic Instruction Librarian

Duties include, among others, cataloging, reference services, service on related committees. Applicants must have an M.L.I., experience in community college setting preferred.

Starting Date: Sept. 1992 or negotiable Approx. Annual Salary: \$36,000

TO APPLY: Forward resume, letter of intent, names of three references, and transcripts to Mrs. Ida L. Bass, Personnel Director, Middlesex Community College, 100 Training Hill Road, Middletown, CT 06457.

Applications must be postmarked by JULY 13, 1992.

Middlesex Community College is an equal opportunity/affirmative action employer. Protected group members are strongly encouraged to apply.

COMMUNITY & TECHNICAL COLLEGES OF CONNECTICUT

INSTRUCTORS

Solano Community College is located in Northern California and nestled midway between San Francisco Bay, the wine country and Sacramento and serves 12,000 credit students and another 6,000 non-credit students. Enthusiastic, qualified instructors are being sought for the following disciplines:

Art Instructor

Salary: \$31,031 - \$48,024

Deadline to submit materials: 7/13/92 at 5:00 p.m.

Physical Education Instructor/Football Coach

Salary: \$29,109 - \$48,024

(Plus up to 48 hrs. additional pay for time worked beyond 175 contracted days, upon approval)

Deadline to submit materials: 6/29/92 at 5:00 p.m.

Benefits: College-paid medical, dental, and vision plans for employee and dependents; life insurance for employee.

Starting Date: 8/14/92

For information and application materials contact:

Solano Community College

4000 Suisun Valley Road

Suisun, CA 94585

707/864-7128

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER AND ENCOURAGES MINORITIES AND WOMEN TO APPLY

English: Rimol Eastern Community College is seeking applications for a full-time English instructor. The position is a tenure-track appointment. Applicants should possess appropriate education and experience for teaching English Composition and Literature at the college level. Illinois Basic Skills Test scores are required. Salary commensurate with experience. Send resume and transcripts to: Victor Valley College, 18422 Bee Valley Road, Victorville, CA 92392-9699. Fax: (619) 248-4271, ext. 500. Fax: (619) 246-7221.

English: Rimol Eastern Community College is seeking applications for a full-time English instructor. The position is a tenure-track appointment. Applicants should possess appropriate education and experience for teaching English Composition and Literature at the college level. Illinois Basic Skills Test scores are required. Salary commensurate with experience. Send resume and transcripts to: Victor Valley College, 18422 Bee Valley Road, Victorville, CA 92392-9699. Fax: (619) 248-4271, ext. 500. Fax: (619) 246-7221.

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English: Rimol Eastern Community College is seeking applications for a full-time English instructor. The position is a tenure-track appointment. Applicants should possess appropriate education and experience

Director of Admissions UNIVERSITY OF HOUSTON

The University of Houston, a major research university in a dynamic urban environment, invites applications and nominations for the position of Director of Admissions. The University of Houston offers a full range of undergraduate, master's, doctoral and professional programs to over 33,000 students. In 1991 the University of Houston ranked eleventh among the nation's public universities in attracting freshmen men's athletes and enrolls over 1,200 students in the Honors Program. Over 37% of the university's incoming students are transfer students. The student body is 10% Asian, 8% African-American, 10% Hispanic, 8% international, 1% Native American, and 63% white. The average age of the student body is 23.41% are between 18-22 years of age. Forty percent are enrolled part-time. Located on a 625-acre, beautifully landscaped campus three miles from Houston's business and theatre district, the university serves students through 13 colleges and schools.

The Director of Admissions, who reports to the Associate Vice President for Academic Management in the division of the Senior Vice President for Academic Affairs, provides leadership, coordination, and assistance in the recruitment and admission of students. The successful candidate will (1) know how to recruit students effectively from diverse markets targeted in the university's enrollment management plan; (2) know how to manage the university's admissions process in a diverse and complex environment in coordination with all the enrollment services offices and the colleges; (3) strongly embrace and exhibit a customer-oriented philosophy, providing a role model for an admissions staff already focused on serving students.

The university seeks a leader with solid academic and administrative experience, a proven ability to communicate with students, parents, faculty, and excellent communication and interpersonal skills. Preference will be given to candidates with admissions experience in complex institutions.

A letter of application should be accompanied by a résumé and the names, addresses, and telephone numbers of 3 references, along with any supporting materials the candidate wishes to submit for consideration. Initial screening of candidates will begin July 15, 1992. The search will continue until the position is filled. Please send all materials to:

Search Committee: Director of Admissions
c/o Office of the Senior Vice President for Academic Affairs
University of Houston, Houston, Texas 77204-2162

The University of Houston is an Equal Opportunity,
Affirmative Action Employer
and encourages applications from women and minorities.

GRANTS SPECIALIST

Search Reopened
SUNY Institute of Technology
at Utica/Rome

Responsible for all aspects of grants writing and administration, including identification of funding sources and developing successful grant applications. Report to the executive vice president for academic affairs and supervise a small staff.

QUALIFICATIONS: Master's degree required and 3-5 years of full-time grants experience, preferably in an academic setting. Strong communication and interpersonal skills essential. Salary commensurate with experience.

Send letter of application, resume, three references and select list of grant or contract involvement by July 17, 1992 to:

Mr. Anthony Panabianco
Director of Personnel/
Affirmative Action Officer
SUNY Institute of Technology
at Utica/Rome
Drawer 242, P. O. Box 3050
Utica, New York 13504-3050
An Equal Opportunity/Affirmative Action Employer



Management Information Systems/Decision Sciences Assistant Professor. Two teaching positions available in the Department of Management Information Systems and Decision Sciences. The position involves teaching and supervising students in the areas of management information systems and decision sciences. The successful candidate will be responsible for teaching and supervising students in the areas of management information systems and decision sciences. The position involves teaching and supervising students in the areas of management information systems and decision sciences. The successful candidate will be responsible for teaching and supervising students in the areas of management information systems and decision sciences.

Marketing Assistant/Associate Professor of Marketing. Responsibilities include teaching and supervising students in the areas of marketing. The position involves teaching and supervising students in the areas of marketing. The successful candidate will be responsible for teaching and supervising students in the areas of marketing. The position involves teaching and supervising students in the areas of marketing. The successful candidate will be responsible for teaching and supervising students in the areas of marketing.

Director Center for the Enhancement of Teaching UNIVERSITY OF NORTHERN IOWA

The University of Northern Iowa seeks applications and nominations for the position of Director of the Center for the Enhancement of Teaching. The purpose of the Center is to assist and support individual faculty in their ongoing efforts to provide quality educational experiences. The Director will have the opportunity to:

- coordinate and/or short workshops or seminars
- provide individual consultation regarding curricular design, teaching materials, and presentation style
- explore and develop the application of emerging technologies for the enhancement of teaching
- disseminate information through a Center newsletter
- develop a repository of post-secondary teaching-related information

The Directorship is a full-time administrative (10-month) appointment, reporting directly to the Provost or designated staff in the Office of Academic Affairs. A round or longer-term appointment in an academic department is possible. Salary is competitive and based upon experience and qualifications.

University and Community One of three state-supported universities in Iowa, UNI is a comprehensive university offering undergraduate, master's and selected doctoral degrees. The university has five undergraduate colleges, a graduate college, approximately 130 faculty and 13,000 students. The recent national survey (1990) placed UNI in the top five percent of 561 public regional institutions. The Cedar Falls-Waterloo community, with a population of just over 100,000, has a full range of educational, cultural, medical, and recreational programs and facilities.

Qualifications: A terminal degree with service as a faculty member in an institution of higher education and interest in faculty development are required. Administrative, research, or faculty development experience related to university level instruction is preferred. The university encourages applications from minority persons, women, disabled persons and Vietnam era veterans.

Review of applications will begin June 22 and continue until the position is filled. Please send a cover letter, vita and the names, addresses and phone numbers of three references to:

Aaron Pedrotsky, Dean
College of Social and Behavioral Sciences
117 Fifth Hall
University of Northern Iowa
Cedar Falls, Iowa 50614-0403
FAX (319) 273-2222, Phone (319) 273-2221

An equal opportunity employer and employer
with a comprehensive plan for Affirmative Action.

GEORGETOWN COLLEGE

DEVELOPMENT INFORMATION SYSTEMS COORDINATOR

Georgetown College in Kentucky is seeking a Development Information Systems Coordinator to work in the Office of Development. This individual will coordinate the development, maintenance and enhancement of computer support systems for the Development Office. Will recommend new or revised information systems and will assist with the implementation of approved recommendations. The coordinator will participate in the planning and monitoring of data processing activities, development of clear and concise project problems, schedules and priorities to make maximum use of computer capabilities in development work.

The job requires knowledge equivalent to that acquired in a four-year college degree program in Computer Science, Programming or Information Systems; at least three years of related and progressively more responsible or extensive work experience in programming, computer systems development, analysis and design; or an equivalent combination of education and experience. Applicants with development experience will be given first consideration. Familiarity with CARS will be helpful.

With an enrollment of 1500-1600 and located in the bluegrass area north of Lexington, Georgetown College is a private, four-year liberal arts college committed to providing an education of high quality in a Christian environment.

Send résumés to: Director of Development
Georgetown College
400 East College Street
Georgetown, Kentucky 40324

STOCKTON STATE COLLEGE

ASSISTANT DIRECTOR OF ADMISSIONS. August 15, 1992. Assist with the development of admissions marketing/promoting strategies; correspond with, interview, evaluate and select applicants for admission; represent the college at statewide day and evening high school/community college and community recruitment programs; assist staff with special recruitment programs and in developing annual recruitment plan. Must be willing to travel extensively and hold a valid driver's license. SALARY: \$27,486, may be higher depending on qualifications. For the position of Director of Admissions, please send a letter of application, resume and 3 references to: Sal Catalano, Dean of Admissions, Stockton State College, A-223, Pomona, New Jersey 08240. Screening will begin July 8, 1992. Stockton is an AA/EOE. Women and minorities are encouraged to apply. R203884.

Mathematics Assistant/Associate Professor. Responsibilities include teaching and supervising students in the areas of mathematics. The position involves teaching and supervising students in the areas of mathematics. The successful candidate will be responsible for teaching and supervising students in the areas of mathematics. The position involves teaching and supervising students in the areas of mathematics. The successful candidate will be responsible for teaching and supervising students in the areas of mathematics.

Assistant Director Harvard University Library for the Depository

The Harvard Depository is a high-density storage facility, specially designed for storing all paper-based materials and non-print media. Located in SouthBoston, Mass., the facility is equipped with 400,000 linear feet of shelf space, is equipped with 24-hour or emergency access to books, records, microforms, artifacts, and other media. The position, based in our Cambridge, Mass. campus offices, calls for a professional to travel extensively to the SouthBoston facility and oversee all Depository operations and services. You will supervise a staff of nine; market services and promote customer relations; develop a document delivery program; and work with the Associate Director to develop and manage a five-year business plan. You will also maintain cost accounting procedures and prepare annual budgets.

Qualified candidates will have a college degree, highly developed interpersonal skills, and proven experience with automation and other technologies applicable to libraries and/or storage facilities. M.S. and/or M.B.A., along with an understanding of the business/marketing aspects of running a cost-recovery facility or experience managing a complex financial organization, preferred.

Interested candidates, please send resume and cover letter stating salary requirements to: Malcolm Hamilton, Harvard University Personnel Librarian, Wadsworth House, Cambridge, MA 02138. Harvard University upholds a commitment to affirmative action and equal opportunity.



AUGUSTA COLLEGE

A Senior Unit of
The University System of Georgia

REGISTRAR

Augusta College invites nominations and applications for the position of Registrar.

Augusta College, a comprehensive senior unit of the University System of Georgia, is located in Augusta, Georgia, the second largest metropolitan area in the state. The College, with an enrollment of 5,800 students, offers associate, baccalaureate, master's, specialist in education, and cooperative doctorate degree programs. The community has several other educational institutions, including the Medical College of Georgia, Palmetto College, and Augusta Technical Institute, with which Augusta College has excellent working relationships.

RESPONSIBILITIES: Formulate the plans, goals, and budget for the operation of the Registrar's Office; plan, coordinate and supervise all activities related to scheduling, registration, and maintenance of academic records; supervise and direct the professional and clerical staff, including the Office of Veterans Affairs; serve as a resource for the interpretation of University System policy, and local, state, and federal rules and regulations pertaining to academic; assist with development and implementation of an enhanced on-line student information system; and certify candidates for graduation. The Registrar reports to the Vice President for Academic Affairs.

QUALIFICATIONS: Master's degree preferred and significant administrative experience in registration, admissions, and/or student records, effective analytical, interpersonal, and communicative skills, and a broad knowledge of computerized registration and records.

APPLICATION PROCESS: Send a letter of application and a résumé to:

William M. Dodd, Chair
Registrar Search Committee
Augusta College
2500 Walton Way N.
Augusta, Georgia 30910

Applications and résumés should be received by the committee no later than August 15, 1992.

Augusta College is an Equal Opportunity, Affirmative Action Institution. We especially encourage applications from women and minority candidates.

or related discipline preferred. ABDs or Master's degree with extensive professional experience preferred. Teaching experience preferred. Salary commensurate with qualifications and experience. Send application letter, vita, names, addresses and telephone numbers of at least three references to: Dr. William A. Newton, Chair, Department of Mass Communication, Television, and Journalism, South Dakota State University, Vermillion, South Dakota 57069. Review of applications begins June 30, 1992. Search will continue until position is filled. Starting date of August 15, 1992.

Mathematics Instructor/Assistant Professor. Clayton State College, a comprehensive senior unit of the University System of Georgia, is located in Clayton, Georgia, the second largest metropolitan area in the state. The College, with an enrollment of 5,800 students, offers associate, baccalaureate, master's, specialist in education, and cooperative doctorate degree programs. The community has several other educational institutions, including the Medical College of Georgia, Palmetto College, and Augusta Technical Institute, with which Clayton State College has excellent working relationships.

Mathematics Assistant/Associate Professor. Responsibilities include teaching and supervising students in the areas of mathematics. The position involves teaching and supervising students in the areas of mathematics. The successful candidate will be responsible for teaching and supervising students in the areas of mathematics. The position involves teaching and supervising students in the areas of mathematics.

Columbia University Libraries Librarian, Rare Book and Manuscript Library

The Librarian is responsible for leading one of the world's pre-eminent collections of rare books and manuscripts. Located in the main building of the center, the Rare Book and Manuscript Library contains over 500,000 rare books and 26 million manuscripts in separate rare books and manuscript departments.

The Rare Book Department has significant holdings in all subjects areas except law, architecture, health sciences, and East Asian languages. The collections are particularly strong in English and American literature and history, Greek and Latin classical authors, sources of education, mathematics and astronomy, economics and banking, history of theatre, photography, history of printing, and New York City politics. Medieval, Renaissance, and Near and Middle Eastern manuscripts are also housed in the Rare Book Department, along with cuneiform tablets, epigraphical specimens, papyri, paintings, drawings, maps, posters, portraits, and mathematical instruments.

The Manuscript Department is the University's major repository for the extensive collections of original papers, letters, manuscripts and documents; the holdings include resources in nearly all subjects and academic disciplines, especially English and American history and literature, American publishers and literary agents, business and banking, librarianship, international affairs organizations, social work, oral history, and Russian and European history and culture. The Library also administers the Herbert H. Lehman collection and suite, concerned with New York state government and U.N. Relief and Rehabilitation Administration materials.

The Librarian is directly responsible for fund raising, a robust acquisitions-through-gifts program, and liaison with the faculty and overseas calling collections; the Rare Book and Manuscript Library Friends Group. Reporting to the Research and Special Collections Groups Director, the Librarian frequently serves in the role of deputy director.

Qualifications include successful experience leading a special collections library or a comparable institution; interest and success in fund raising; knowledge of rare books and manuscripts; the ability to work harmoniously with colleagues throughout the library system; the capacity to build support for the advanced research and curricular needs of the University; and an accredited MLS, or advanced degree in an appropriate subject area.

Salary from a minimum of \$50,400. Excellent benefits include assistance with University housing and tuition exemption for self and family.

The Search Committee will begin screening applications on September 1, 1992, continuing until the position is filled. To apply, send letter of interest, résumé, and names, addresses, and phone numbers of three references familiar with your professional work to:

Kathleen M. Wiltshire
Director of Personnel
515 Butler Library
5th West 11th St.
New York, NY 10027

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

Database Administrator

Dartmouth College seeks an energetic and experienced person for the position of Database Administrator (DBA). Reporting to the Director of Administrative Computing, the DBA will provide leadership in efficient database design, assist in the implementation, operation and tuning of databases and database management software, and support college data administration objectives.

Recognized as a leader in educational computing, Dartmouth is a completely networked residential campus where nearly every staff member, student, and faculty member has the use of a personal computer (predominantly Macintosh) supported by diverse network resources. Dartmouth also supports an array of mainframe computers, with most host-based administrative computing currently running under VAX/VMS and an SQL-based DBMS (Oracle).

Applicants must be able to demonstrate substantive experience in data modeling and relational database design, database administration including use of data dictionary, the design and programming of complex information systems, and the ability to remain productive when faced with multiple competing priorities. An ability to work both independently and cooperatively is required. Excellent interpersonal and communication skills are essential. Experience with data access and data security issues is required. Experience with VAX/VMS, Oracle or SQL preferred. Experience with the Macintosh or in higher educational administration is a plus. Minimum qualifications: Bachelor's degree and six or more years of experience; or the equivalent. Please send a letter of application, resume, approximate salary requirements, and the names and telephone numbers of three references to: William Barry, Director of Administrative Computing, Computing Services, Dartmouth College, 6209 Clement Hall, Hanover, NH 03755-3574.

Please respond via U.S. Mail. Acknowledgment of receipt of application will be returned, along with a job description. The review of applications will begin July 15, 1992, and will continue until the position is filled.

Dartmouth College is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

Send P. O. Box 5500, Richmond, Virginia 23261; (703) 964-7171; EOE/DFW

Mathematics/Computer Science. Southern Arkansas University, Assistant Professor of Mathematics and Computer Science. SAU is seeking applications for a full-time position in the Department of Mathematics and Computer Science. The position involves teaching and supervising students in the areas of mathematics and computer science. The successful candidate will be responsible for teaching and supervising students in the areas of mathematics and computer science.

Mathematics Assistant/Associate Professor. Responsibilities include teaching and supervising students in the areas of mathematics. The position involves teaching and supervising students in the areas of mathematics. The successful candidate will be responsible for teaching and supervising students in the areas of mathematics. The position involves teaching and supervising students in the areas of mathematics.

Mathematics Assistant/Associate Professor. Responsibilities include teaching and supervising students in the areas of mathematics. The position involves teaching and supervising students in the areas of mathematics. The successful candidate will be responsible for teaching and supervising students in the areas of mathematics. The position involves teaching and supervising students in the areas of mathematics.

SPELMAN COLLEGE College Minister

Spelman College is a private, historically and predominantly black non-sectarian, four-year liberal arts college located in Atlanta, Georgia. Spelman College has a history of offering excellent educational opportunities to African-American women and enjoys considerable prestige in the academic community. Spelman is the oldest historically and predominantly black college for women in the United States.

We invite applications and nominations for the position of College Minister. Reporting to the Vice President of Student Affairs, the College Minister is responsible for providing the ministries of worship, counseling, teaching, outreach, and administration (coordination) to all segments of the College community which includes students, faculty, administration, staff and external organizations.

Responsibilities: The College Minister conducts and preaches interdenominational and Christian worship services every Sunday, promotes campus spiritual life and provides spiritual counseling to all segments of the College community. May teach one (1) course in the Department of Religion each semester, upon the request of the Department Chair.

Qualifications: The successful candidate must have an M.Div. or M.A.R. from an accredited theological seminary. Five to seven years of progressively responsible administrative experience with a church or chapel, preferably at an institution of higher education required. Excellent written and oral communication skills, a demonstrable presence and strong interpersonal skills necessary. Also required is the ability to maintain confidentiality, manage large events, work under pressure, and interact with a diverse population. Training and experience in the Black church with special emphasis on Black women's concerns preferred.

Applications: Screening of applications will begin immediately and continue until a successful candidate is identified. A letter of application, vita, three letters of reference, and a statement of your view as a college minister on the role of African-American women in church and society should be addressed to the Office of Human Resources, Spelman College, 350 Spelman Lane, S.W., Box 1133, Atlanta, Georgia 30334-4399. Deadline for submission is August 1, 1992.

Compensation: Salary is competitive and commensurate with experience and qualifications. Excellent benefits package including health, dental, life, disability and vision care.

EOE/AA TITLE IX INSTITUTION

DREXEL UNIVERSITY

Director of Corporate and Foundation Relations

Responsible for planning and implementing fund-raising programs focused on corporate and foundation support as part of the overall comprehensive development plan for the University. Reports directly to the Senior Vice President for Development and University Relations. Responsibilities include managing staff of five professionals, identifying prospective donors and foundations for major gift support of the University by developing knowledge of the philanthropic and research interests of these organizations and by strengthening the relationships between them and the University. Bachelor's degree is required, plus three years of effective experience in fund raising with demonstrably strong skills in verbal and written communications.

Director of Development for the College of Engineering. Is responsible for working with the Dean of the College of Engineering and the Engineering College Advisory Council in planning and administering all development activities. Reports directly to the Assistant Vice President. Responsibilities include identifying and soliciting individual and corporate foundation major gift proposals, fundraising, and coordinating the preparation of prospect proposals. Bachelor's degree and 3-5 years of development experience, preferably in higher education, required. Good verbal communication, writing and PR skills essential. Salary commensurate with experience.

Send résumés and application letters to: Senior Vice President, Office of University Development, DREXEL UNIVERSITY, P.O. Box 181, Philadelphia, PA 19104. Affirmative Action, Equal Opportunity Employer. No phone inquiries will be accepted.



LINDA HALL LIBRARY

Serials Librarian

Linda Hall Library, an independent research library in science and technology, has an opening for a Serials Librarian.

The Serials Librarian has responsibility for a collection of approximately 39,000 titles and for the overall operation of the Serials Division, which includes federal documents and preservation. This position reports to the Librarian for Processing Services and has a staff of two professional and seven support positions. Linda Hall Library, a member of SLA, ARL and IRLA, is in the initial stages of developing an integrated library system. The serials will be a major component of the ILS.

Minimum qualifications: ALA accredited degree, five years of experience with serials, administrative and supervisory experience, and ability to work with foreign language materials. Candidate must have knowledge of a full range of serials activities, including selection and acquisitions, bibliographic control, cataloging, binding and use of OCLC. Must also have a strong background in budgetary control, claiming, and use of OCLC. Must also have a strong background in budgetary control, claiming, and use of OCLC. Must also have a strong background in budgetary control, claiming, and use of OCLC.

Please apply in writing and include a résumé of education and relevant experience, and the names and addresses of three references who are knowledgeable about qualifications for this position. Send letter of application to Nancy Day, Linda Hall Library, 5109 Cherry, Kansas City, MO 64110, or contact her at the NASIG meeting in Chicago.

Bulletin Board
(202) 466-1050

Staff Assistant, Resident Director Housing

Twelve-month, residential live-in position. RESPONSIBILITIES: Responsible for the general control, management, operation and supervision of a residence hall. Responsible for the counseling of residents. QUALIFICATIONS: Master's degree in Counseling. Student Personnel or related field experience. Minimum of one year of residence hall experience required. SALARY: \$17,500.00-\$19,500.00 (Dependent upon qualifications and experience).

Staff Assistant Counseling Center

Full-time, ten-month position. RESPONSIBILITIES: Provide counseling, guidance, training, consultation and outreach services in academic, personal, psychological, behavioral and social areas. QUALIFICATIONS: Doctorate degree in Counseling, Clinical Psychology, Counselor Education (license preferred). Professional competence as a counselor, as evidenced by scholarly achievement, professional accomplishment and recognition by professional colleagues. SALARY: \$22,000.00-\$26,000.00 (Dependent upon qualifications and experience).

DEADLINE FOR COMPLETE APPLICATION FILES: June 28, 1992. (Letter of Intent, resume and the names, addresses and telephone numbers of five professional references should be submitted for a complete file.) ADDRESS ALL INQUIRIES TO: Office of Human Resources, Bridgewater State College, Bridgewater, MA 02325. Equal Opportunity/Affirmative Action Employer.

Bridgewater STATE COLLEGE

AREA COORDINATOR For Residence Life Division West Virginia University

The Department of Housing & Residence Life at West Virginia University, a land grant institution serving 20,000 students, seeks applications for the position of Area Coordinator.

This position is a twelve-month administrative staff appointment under the supervision of the Assistant Director for Residence Life. Responsibilities include: develop and implement the student personnel program within four residence halls of approximately 1,350 students; selection, training, supervision and evaluation of 4 graduate Resident Directors, 2 graduate assistants, 51 Resident Assistants and 2 clinical support staff; coordination of system-wide and training programs; counseling, discipline, management of office and personnel files; responsible for staff development program; assist in the development of program goals, objectives, policies and revisions of all publications.

Qualifications include Master's degree in Student Personnel or related field and/or three years full-time experience in Student Personnel including residence hall experience.

Twelve-month, live-out position available August 3, 1992. Salary and benefits competitive.

Send résumés by June 30, 1992 to: Department of Human Resources, Knapp Hall, West Virginia University, P.O. Box 88, Morgantown, WV 26506.

An Equal Opportunity, Affirmative Action Employer.
Women and minorities are encouraged to apply.

Mathematics/Physics/Computer Science. Southeast Community College of the University of Kentucky Community College System. The position involves teaching and supervising students in the areas of mathematics, physics and computer science. The successful candidate will be responsible for teaching and supervising students in the areas of mathematics, physics and computer science.

Mathematics Assistant/Associate Professor. Responsibilities include teaching and supervising students in the areas of mathematics. The position involves teaching and supervising students in the areas of mathematics. The successful candidate will be responsible for teaching and supervising students in the areas of mathematics. The position involves teaching and supervising students in the areas of mathematics.

Medical Education Medical Instructor. Teach medical subjects such as Anatomy and Physiology, Hematology and Medical Microbiology. The position involves teaching and supervising students in the areas of medical education. The successful candidate will be responsible for teaching and supervising students in the areas of medical education.

Medicine: The Department of Surgery. Indiana University School of Medicine, has faculty positions open in the following sections: Cardiovascular and Thoracic Surgery, General Surgery, Neurosurgery, Pediatric Surgery, Plastic Surgery, Urology, and Vascular Surgery. The position involves teaching and supervising students in the areas of medicine. The successful candidate will be responsible for teaching and supervising students in the areas of medicine.

Medicine: Faculty for family practice fellowship in family development. We seek a person with at least 2 years' experience in a family practice program and a medical background in education. Responsibilities include: performing and curriculum and other teaching skills; supervising and evaluating and primarily precepting, lecturing and other teaching skills. Salary and interest in research and administration would be helpful. Contact: Joel H. Merenda, M.D., Director of Research, Indiana University School of Medicine, 1135 Barnhill Drive, Room 244, Indianapolis, Indiana 46202.

Medical Services Professor/Coordinator of Emergency Medical Services. Two-month contract. Bachelor's degree with two years' experience or equivalent. The eligible candidate must hold a Certified Emergency Medical Technician (CET) or a Certified EMT. First review of applications begins

Alabama Southern Community College

DIRECTOR OF STUDENT SUPPORT SERVICES
Reporting to the Vice President for Student Services, this person is responsible for the coordination of the Title IV Student Support Services Program. This program offers special counseling, tutorial, and academic services to students who qualify for such services. Minimum qualifications include a master's degree, preferably in the field of guidance and counseling or in English, speech, reading, or mathematics. Administrative and counseling or teaching experience is highly desirable. Familiarity with the federal Title IV program or similar programs is also desirable.

DIRECTOR OF TALENT SEARCH
Reporting to the Associate Dean of Student Services, this person is responsible for the coordination of the Talent Search Program. This program provides special counseling services and other types of academic aid to qualified high school students throughout the service area of the College. Minimum qualifications include a master's degree, preferably in the field of guidance and counseling or in English, speech, reading, or mathematics. Administrative and counseling or teaching experience is highly desirable. Familiarity with the federal Talent Search Program or similar programs is also desirable.

Both of the above positions are full-time, tenure-track positions for 12 months annually. They require good organizational, communication, planning, and management skills as well as the ability and desire to provide quality services to students and other clients of the College with diverse cultural and educational backgrounds and learning capabilities. These positions will begin no later than September 1, 1992. Salary levels will be determined by educational attainment level and years of applicable experience according to the State of Alabama Salary Schedule "C" or "D". The salary range will be from \$29,950 to \$51,204 for 12 months.

APPLICATION PROCEDURES—Submit a completed official application form or letter of application, a résumé showing educational degrees earned, employment history, and other pertinent information or experience, copies of transcripts (official copies are not necessary unless listed on all colleges attended), and the names, addresses, and telephone numbers of three professional references to: Dr. Ken Hudson, Dean of Academic Affairs, Alabama Southern Community College, P. O. Box 2008, Montgomery, Alabama 36161. The initial deadline is July 10, 1992. Applications will be accepted until the positions are filled. Incomplete applications may not be accepted. The most highly qualified applicants will be notified of the interview date, time, and location.

GENERAL INFORMATION—Alabama Southern College is a comprehensive, coeducational, nonsectarian college located in the heart of rural southwest Alabama. In the Fall Quarter of 1991, approximately 2000 students were enrolled in the various programs offered by the College. Ethnic minority students comprised 21% of the student body. The College is undergoing a period of significant development which offers the Director of Talent Search and the Director of Student Support Services a dynamic and challenging professional environment. ASCC is a member of the Alabama College System but maintains its own mission and goals. The College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

Alabama Southern Community College is an Equal Opportunity, Affirmative Action Employer.



ASSISTANT REGISTRAR

The Registrar's Office at Ithaca College invites applications for a full-time Assistant Registrar. Bachelor's degree is required. Successful candidates will be responsible for administrative and clerical duties, including processing applications, maintaining records, and assisting with enrollment. Applications should be sent to: John D. Stanton, Registrar, Ithaca College, Ithaca, New York 14850. Position starts September 1, 1992 but starting date is negotiable. Salary is competitive.

Ithaca College is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

Mental Health Program Director for the Mental Health Care Associate Degree Program
The Director will develop curriculum and instructional programs consistent with the policies of the college. The Director will perform leadership and administrative functions in the institution by coordinating with clinical affiliating agencies, faculty, and the Department of Human Services. Responsibilities include developing program objectives, required teaching; developing and maintaining Program Curriculum; performing related administrative functions and related duties. Minimum qualifications include a master's degree in a Human Services related area such as social work, psychology, counseling, or other related area. Must have a minimum of 3 years of related work experience. Prefer 5 years. Salary is negotiable. Send resume and three letters of recommendation to: Mary Ann Hays, Director of Human Services, Ithaca College, Ithaca, New York 14850. An Equal Opportunity Employer.

Minority Affairs Program Manager
National endowment of the Humanities. The Director will develop curriculum and instructional programs consistent with the policies of the college. The Director will perform leadership and administrative functions in the institution by coordinating with clinical affiliating agencies, faculty, and the Department of Human Services. Responsibilities include developing program objectives, required teaching; developing and maintaining Program Curriculum; performing related administrative functions and related duties. Minimum qualifications include a master's degree in a Human Services related area such as social work, psychology, counseling, or other related area. Must have a minimum of 3 years of related work experience. Prefer 5 years. Salary is negotiable. Send resume and three letters of recommendation to: Mary Ann Hays, Director of Human Services, Ithaca College, Ithaca, New York 14850. An Equal Opportunity Employer.

Music: Voice teacher with additional responsibilities in elementary music education.
The Director will develop curriculum and instructional programs consistent with the policies of the college. The Director will perform leadership and administrative functions in the institution by coordinating with clinical affiliating agencies, faculty, and the Department of Human Services. Responsibilities include developing program objectives, required teaching; developing and maintaining Program Curriculum; performing related administrative functions and related duties. Minimum qualifications include a master's degree in a Human Services related area such as social work, psychology, counseling, or other related area. Must have a minimum of 3 years of related work experience. Prefer 5 years. Salary is negotiable. Send resume and three letters of recommendation to: Mary Ann Hays, Director of Human Services, Ithaca College, Ithaca, New York 14850. An Equal Opportunity Employer.

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PHILLIPS ACADEMY

Andover, MA 01810

CAPITAL DEVELOPMENT / ANNUAL GIVING

Phillips Academy, an independent national and international boarding school, is seeking a dynamic, self-starter to oversee the operation of the Chemistry Library, one of ten libraries located on the site. The Chemistry Library includes 30,000 volumes and over 250 active serial titles. Responsibilities include collection development, in-depth chemistry reference and database searching, circulation, and liaison with research staff.

Required qualifications include: ALA accredited MLS; minimum of 3 years experience working in a research library with an emphasis on collection development and on-line searching; knowledge of and ability to use personal computers; ability to work with and provide service to a diverse user population; and good written and oral communication and interpersonal skills. A master's degree in chemistry or a related field preferred.

At Argonne, you'll find an environment that encourages both personal and professional career growth, as well as excellent benefits. Starting salary range for this position is \$33,870 to \$42,338. We welcome applications from candidates who can contribute to our EEO/Affirmative Action goals.

U.S. citizenship is required. For consideration, please send a resume and salary history to: Sheila R. Heath, Box T18-91555-16, Employment and Placement, Argonne National Laboratory, 9700 S. Cass Avenue, Argonne, IL 60439. Argonne is an equal opportunity/affirmative action employer.

The Assistant Director of Annual Giving's responsibilities include working with younger alumni classes and management of phonebanks and the senior gift program. The position is entry level; a college degree and 0-3 years of fund-raising experience are preferred.

The Associate and Assistant Directors report to the Director of Annual Giving; both will assist with raising in excess of \$3.5 million in unrestricted support from alumni, parents, and friends.

All positions require strong public speaking, writing, and motivational skills; energy; ability to work with volunteers; and willingness to travel.

Interested candidates are asked to submit an introductory letter, three references and a résumé by July 1 to: Helmut W. Joel, Jr., Dean of Faculty, Phillips Academy, Andover, MA 01810. EOE.

REGISTRAR

Prosbury State University, located in the mountains of Western Maryland, serving over 5,000 students, seeks a proactive leader and a total quality manager for the position of Registrar. Position available October 1. Duties include developing/enforcing policies and procedures for the operation of the Registrar's Office; ensuring academic policies are followed and implemented; relating to Registration and Records; serving as liaison between Registration and Records and other offices/departments of the University; overseeing computer operations relating to the SIS PLUS system; performing graduation check-out; initiating with programs; automated systems and other software; and analyzing and reporting on enrollment and trends. The Registrar reports to the Dean of Enrollment Management. Minimum qualifications: Master's degree in Higher Education Administration, M.A., M.Ed., M.S. in Student Personnel or Master's degree in related field and three years' experience in the administrative management of a registrar's office. Experience with complex, integrated, and computerized information and student database system and PC/IBS, SIS PLUS, and ONCURBS is desirable. Starting salary range \$37,000-\$47,000 depending upon experience. University of Maryland System benefits package. For assistance with the employment process contact Ms. Roberta L. Chamberlin, Associate Director of Human Resources (301-889-5100). Send letter of interest, résumé and references by July 17, 1992, to: Chair, Search Committee for Registrar, c/o Office of Human Resources, Prosbury State University, Prosbury, Maryland 21852. AA/EEO Employer.

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CHEMISTRY REFERENCE/ COLLECTION DEVELOPMENT LIBRARIAN

Argonne National Laboratory is seeking a dynamic, self-starter to oversee the operation of the Chemistry Library, one of ten libraries located on the site. The Chemistry Library includes 30,000 volumes and over 250 active serial titles. Responsibilities include collection development, in-depth chemistry reference and database searching, circulation, and liaison with research staff.

Required qualifications include: ALA accredited MLS; minimum of 3 years experience working in a research library with an emphasis on collection development and on-line searching; knowledge of and ability to use personal computers; ability to work with and provide service to a diverse user population; and good written and oral communication and interpersonal skills. A master's degree in chemistry or a related field preferred.

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PSYCHOLOGIST

SUNY Plattsburgh

The Psychological Services Center is seeking a dynamic individual who is committed to a time-limited model of therapeutic intervention and a developmental philosophy of counseling which includes programmatic/outreach activities. The successful candidate is expected to interface with residence life, student health services, women's studies, and multicultural programs.

The State University of New York (SUNY) College at Plattsburgh is a comprehensive educational institution that offers more than 50 academic programs of study to approximately 5,580 undergraduate and 800 graduate students. The college is known for its academic excellence, its friendliness, and its affordability. Plattsburgh is located in an area offering many recreational facilities and is within an hour's drive of Montreal, Burlington, VT, and Lake Placid, NY.

Responsibilities include individual and group counseling, training of paraprofessionals, outreach, supervision and possible teaching. Desired qualifications: Ph.D., Ed.D., or ABD in Counseling or Clinical Psychology, Counseling, or closely related field. Will consider terminal Master's with considerable experience.

INDIVIDUALS WITH AN UNDERSTANDING AND SENSITIVITY TO MINORITY AND GENDER CONCERNS ARE ENCOURAGED TO APPLY.

This is a continuing college year position with starting date on or around August 10, 1992. Salary is competitive and commensurate with experience and fringe benefits are excellent.

Applications will be accepted until position is filled. Send application which should include letter detailing interest and pertinent experience, curriculum vitae, and three current letters of reference with telephone numbers to:

Chair, Search Committee
c/o Office of Personnel
SUNY Plattsburgh
Box 1753-425
Plattsburgh, New York 12901

SUNY IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

Assistant Director of Housing for Undergraduate Housing

A position currently exists at Princeton University for an individual to be responsible for the administration of all procedures by which undergraduates are assigned housing. In cooperation with other University offices, formulate policies and procedures for dealing with all housing-related concerns. Substantial contact with students, parents, other University offices. Strong organizational, administrative and interpersonal skills are essential, as is a high tolerance for the careful management of details.

Master's degree and 3-5 years of professional experience are required. Submit letter of application, 2 current resumes and the names and addresses of three references before July 15, 1992 to Dept 1119-DJ, Office of Human Resources, Chlo Hall, Princeton University, Princeton, NJ 08544.

Princeton University

Equal Opportunity/Affirmative Action Employer

South Dakota. Experiences in baccalaureate and/or higher degree nursing education, curriculum development/implementation, evaluation, clinical nursing practice, research, and alternative education delivery systems appropriate for non-traditional students. Must be able to deal effectively with inter- and intra-disciplinary groups; effective communication, interpersonal, and problem solving skills; demonstrated commitment to the principles of affirmative action and employment opportunities are required. Desired: Prior educational administrative experience in baccalaureate and/or higher degree nursing education. Advanced preparation in education and teaching experience with a variety of students. Faculty positions available by June 30, 1992. A detailed curriculum vitae must be submitted with application. Please send to: Professor Bernard R. Hays, Search Committee, University of North Dakota, 100 North Dakota Avenue, Grand Forks, ND 58202. Send letter of interest, résumé and three letters of recommendation to: Mary Ann Hays, Director of Human Services, Ithaca College, Ithaca, New York 14850. An Equal Opportunity Employer.

Music: Junior Faculty Position in Composition. The Department of Music at Harvard University has announced its search for an Assistant Professor in Composition to begin with the academic year 1993-94. Teaching responsibilities will include undergraduate and graduate courses in composition as well as some graduate instruction. A background in performance and composition is required. Applicants must have completed their formal education by June 30, 1992. A detailed curriculum vitae must be submitted with application. Please send to: Professor Bernard R. Hays, Search Committee, University of North Dakota, 100 North Dakota Avenue, Grand Forks, ND 58202. Send letter of interest, résumé and three letters of recommendation to: Mary Ann Hays, Director of Human Services, Ithaca College, Ithaca, New York 14850. An Equal Opportunity Employer.

Music: Hardin-Shamoun University, a small comprehensive university of liberal arts, seeks an Assistant Professor of Music. The successful candidate will teach applied and studio music, supervise student musicians, and participate in departmental and university activities. The successful candidate will have a master's degree in music, a strong background in performance and composition, and a demonstrated commitment to teaching and scholarship. Please send letter of interest, résumé and three letters of recommendation to: Mary Ann Hays, Director of Human Services, Ithaca College, Ithaca, New York 14850. An Equal Opportunity Employer.

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Old Dominion University
Auxiliary Services

DIRECTOR OF HOUSING SERVICES

Applications are invited for the position Director of Housing Services at Old Dominion University. The Director reports to the Assistant Vice President for University Auxiliary Services. Old Dominion University is an urban university with approximately 15,500 students with a 2,260 bed system. The director is responsible for overseeing all housing operational matters associated with the physical plants, financial analysis and budgeting (approximately \$7 million), marketing, leasing, safety/security, policies and procedures, phased repair and replacement, renovation, summer conference housing and a staff of approximately 90 people. The university subscribes to maintaining a comprehensive housing program and is committed to providing high quality facilities. The director must work in concert with the Director of Residence Life, who is responsible to the Associate Vice President for Student Services, in accomplishing established objectives.

Candidates must possess, at minimum, a master's degree in student affairs administration, business administration or related field with a minimum of 5 years' experience in a senior level housing position at a college or university. In addition, candidates should be able to display knowledge of and experience with accounting principles, budgeting, renovation activity, management, marketing, public applications and purchasing.

Salary \$40-\$45,000 depending on experience and qualifications. Position available August 1, 1992. Invited candidates are encouraged to submit a letter of application, résumé and names of three references to: Mr. James Schuppert, Assistant Vice President for University Auxiliary Services, Old Dominion University, Norfolk, VA 23529-0522. Review of applications will begin July 1 and continue until a qualified candidate is selected. Old Dominion University is an affirmative action, equal opportunity employer which requires compliance with the Immigration Reform and Control Act of 1986.

Search Reopened

ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES

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WESTERN CONNECTICUT STATE UNIVERSITY

Danbury, Connecticut 06810

ASSISTANT TO THE DIRECTOR OF HOUSING RESIDENCE HALL DIRECTOR

RESPONSIBILITIES: The ADHRD position combines Central Housing Office responsibilities with the administration of one residence hall. The position requires direct supervision of resident assistants, duty desk employees, and three full-time custodians. The ADHRD is the advisor to the Hall Council and coordinates and participates in educational and social hall programming. The ADHRD is responsible for the submission and follow-up of all maintenance requests. The ADHRD serves as a counselor to all students and will sit on various University committees. This is a full time live-in position.

QUALIFICATIONS: Two years of relevant Housing experience, equipping the applicant to relate effectively to resident students and staff. A Bachelor's degree is required. These qualifications may be waived for individuals with appropriate alternative experience. Typical employee has an appropriate Master's degree and residence hall work experience.

VACANCIES: One definite vacancy with a possible second vacancy. One other position filled on a temporary basis.

RANK: Administrator II.

SALARY: \$28,275 and apartment for 12-month appointment.

APPLICATION PROCESS: Send a letter of application, résumé and list of references with phone numbers to:

John N. Wallace
Director of Housing
Western Connecticut State University
181 White Street
Danbury, CT 06810

APPLICATION: We will begin screening completed applications and interviewing immediately and will continue to accept applications until suitable candidates are found.

WCSU is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

Director of Reimbursement and Compliance

Well-known upper Eastside medical college seeks a CPA or Master's degree individual to coordinate and manage all activities for our Cost Analysis Division.

The seasoned professional we seek will develop, oversee and submit actual and projected rates for all reimbursement areas; ensure compliance with federal regulations, reimbursement issues and industry standards; develop and implement policies and procedures; gather and analyze data and reports and install and maintain computer systems.

Prior related experience and excellent supervisory, managerial, organizational and communications skills essential.

Outstanding benefits include health, dental, 4 weeks vacation, immediate pension vesting and tuition plan. Send resume including salary history to: C.C. BALL, CORNELL UNIVERSITY MEDICAL COLLEGE, 445 East 68th St., NY, NY 10021. EEO/AA/M/F/H/V.

CORNELL UNIVERSITY MEDICAL COLLEGE



DIRECTOR OF RESIDENCE LIFE (Signal Peak Campus): Minimum of Bachelor's degree in social or behavioral science from a regionally-accredited institution; three (3) years of full-time professional management experience in residence halls; evening and weekend duty required; and must be willing to live-in. Salary: \$27,200-\$39,600. Application Deadline: June 25, 1992.

ASSISTANT DIRECTOR OF RESIDENCE LIFESTYLE ACTIVITIES (Signal Peak Campus): Position availability dependent upon funding; Bachelor's degree in Education, Counseling, Psychology or related Social Sciences from a regionally-accredited institution; one (1) year's experience in residence life programming and/or student activities. Salary: \$16,000-\$21,092 (will be provided - 10 month position). Application Deadline: June 25, 1992.

To apply for either of these positions, send letter of interest, résumé, list of three professional references, copies of official transcripts to Office of Human Resources, Central Arizona College, 8470 N. Overland Road, Coolidge, AZ 85226. Candidates are responsible for any expenses incurred for interview. EOE/AA.

Numbering: Three faculty positions—full or part time in psychology, medical, surgical, and community nursing. All participate in other courses. A master's degree and two years' experience required; teaching experience desired. Salary commensurate with education and experience. University is committed to Christian values in its faculty members. Several of applicants will be interviewed. Send letter of interest, résumé, and three references to: Director of Nursing Education, Kansas Wesleyan University, 100 East 10th, Lawrence, Kansas 66044-1400; (913) 827-3341. MJOE.

Numbering: Curlew College, a Catholic, liberal arts college located in Pittsburgh, Pennsylvania, is seeking applications for the position of Chair, Division of Nursing. Responsibilities: Provide leadership in the development of curriculum, oversee the program including basic BSN, RN completion, and possible MSN programs; supervise revision of curriculum and staffing structure of Nursing Division; develop and implement innovative new programs. Qualifications: Ph.D. in Nursing preferred; excellent teaching and scholarship; administrative experience; report of funding. Salary: Competitive and commensurate with experience. Send letter of interest, résumé, and three references to: Dr. Jane C. Cline, Curlew College, Pittsburgh, Pennsylvania 15213. For full consideration, submit application before July 15, 1992. EEO.

Director of Public Relations

Search Reopened

Recognized nationally for its Bradford Plan for a Practical Liberal Arts Education, and by its colleagues in higher education as one of the more innovative colleges in the nation, Bradford College seeks an accomplished, hands-on leader for its public relations, media relations, marketing, publications, information and special events initiatives.

The successful candidate will have exceptional managerial, writing, editing and interpersonal skills. Also, the successful candidate will have a thorough knowledge of all facets of a first-rate public and media relations program, publications, printing, design and photography. Minimum requirements include five years' experience in a college or university public relations office, success with enrollment and fund-raising marketing, and a bachelor's degree.

Bradford College is located in Haverhill, MA, 35 miles north of Boston. The College has enjoyed five consecutive years of increased enrollments. Send a letter of application, résumé and three references by July 3, 1992 to:

William A. Carey
VP for Institutional Advancement
Bradford College
320 South Main Street
Bradford, MA 01835

An affirmative action, equal opportunity employer.



DIRECTOR OF GRANTS & CONTRACTS FINANCIAL ADMINISTRATION

The Director reports directly to the Associate Vice President and Controller and manages the Office of Grants. Other responsibilities include coordination of the Indirect Cost Program for the University and coordination of the Federal A-133 audit input for all institutional units and all audits associated with grants and contracts. The incumbent will also coordinate and develop completed financial accounting and post-award administrative procedures and training for University-sponsored programs which ensure compliance with all applicable University policies and procedures and state and federal statutes and regulations. Minimum qualifications include a Bachelor's degree in accounting or business administration and five to seven years' experience in extensive grants administration, financial planning, budget analysis, federal auditing, and supervision. Superior verbal and written communication skills, excellent management skills, and interpersonal skills are essential. The successful candidate will have experience in the development and implementation of grant proposals, and the ability to understand and interpret complex grant agreements. Knowledge of PC with Microsoft Word and Excel for Windows, CPT format, database, networking systems, FOI/PA, and SAS would be beneficial. Equivalent combinations of education and experience may substitute for stated qualifications. For full consideration, send letter of application, current résumé, and the names, addresses, and telephone numbers of three professional references to be received by July 17, 1992. Send to: Director of Grants & Contracts/Financial Administration Search, Attn: Dr. David Bossmann, Office of Associate Vice President & Controller, 300 Whitehurst, Oklahoma State University, Stillwater, OK 74078.

OSU IS AN AFFIRMATIVE ACTION, EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER COMMITTED TO MULTICULTURAL DIVERSITY.

Director of Information Technology Services

Texas College of Osteopathic Medicine, a state medical school located in Fort Worth, Texas, is seeking a Director of Information Technology Services to provide leadership for college-wide computing and communications development and to direct its staff of computing professionals. Responsibilities: Recommend college-wide computing and communications strategies and associated software and hardware specifications to the administration. Provides direct supervision for professional computing staff. Directly responsible for technical implementation of computer systems and for assessment of operations throughout the academic, fiscal and administrative systems of the College. Qualifications: Candidates must have a minimum of five years' experience in managing computing resources and communications services, preferably in an educational or medical environment having both central and decentralized resources. Advanced technical expertise in computing, communications and related technologies is required as well. Interpersonal skills and the ability to work with the diverse academic community are essential. A bachelor's degree is required. Advanced academic credentials are highly desirable. Greatest weight will be given to the quantity and quality of a candidate's experience in computer service and communication management. Salary is competitive and commensurate with qualifications and the names of three references to: Texas College of Osteopathic Medicine, Human Resources Services, 3500 Camp Bowie Blvd., Fort Worth, Texas 76107. T.C.O.M. is an Equal Opportunity, Affirmative Action Employer.

Coverage of breaking news that affects higher education—from state capitals, academic conferences, and campuses throughout the country and the world —

every week in The Chronicle.

GETTYSBURG

Library

Circulation Librarian/Assistant Director of Instructional Media Services. RESPONSIBILITIES: supervising circulation staff of two full-time and four part-time persons and providing some reference and other readers services. Giving support to faculty and students utilizing instructional media services, particularly software such as films and videos, under the Director of IMS. All librarians share collection development responsibilities and departmental liaisons. QUALIFICATIONS INCLUDE: a prior work record, especially supervisory, communications, and team-work skills. Experience with automated services and/or media services a plus. ALA accredited degree preferred. AVAILABILITY: late summer on an interim basis until mid-summer, 1993. SALARY: competitive. APPLICATION: job description sent upon request. Completed applications must include a letter, vita, names of three references, and record of graduate work. Preliminary interviews will be held at ALA Conference; advance appointments available. For fullest consideration, please apply by July 10, to William M. Hubbard, College Librarian, Gettysburg College, Gettysburg, PA 17325. (717) 337-7001. Library has a fine modern facility and is heavily automated. Gettysburg College is a highly selective liberal arts college located in an historic area within an hour and one-half of the Washington/Baltimore area. Affirmative Action, Equal Opportunity Employer; women and minorities are encouraged to apply.

UPPER IOWA UNIVERSITY

Assistant Director of Residence Life

(Position Re-Opened)

Upper Iowa University is a small, four-year, independent liberal arts institution, founded in 1857. The University is located in scenic northeast Iowa near two large recreation areas. It is within 3-1/2 hours' driving distance from Minneapolis, 4-1/2 hours from Chicago, and 3 hours from Des Moines.

The University is seeking an enthusiastic, creative, student-oriented professional who is able to relate to students, faculty, and staff. Women and minorities are strongly encouraged to apply. Responsibilities: Assist the Director in supervision of residence halls, planning recreational and social activities, and counseling. Advise multi-cultural groups and develops and provides educational programs.

Qualifications: Master's degree in student personnel or related field with 3 years of residence hall and programming experience required; experience in working with ethnically diverse groups is beneficial. Demonstrated leadership, communication, and supervisory skills. Ability to plan and organize work and to assess needs of special interest groups is important.

Salary: The appointment is a 12-month, live-in position. Salary is highly competitive and commensurate with experience.

Application Procedures: Screening will begin June and continue until the position is filled. The expected starting date is negotiable, but no later than July 15, 1992. Send letter of application, résumé, and three letters of recommendation complete with telephone numbers to: Bruce Caballero, Vice President for Student Services, Upper Iowa University, P.O. Box 1387, Fayette, IA 52142. An Equal Opportunity, Affirmative Action Employer.

LAWRENCE

DIRECTOR OF PUBLIC AFFAIRS

Lawrence University invites nominations and applications for the position of Director of Public Affairs. The Director will supervise a staff of nine responsible for public information, publications, media relations, public events, and sports information.

The successful candidate must possess a baccalaureate degree (advanced degree preferred), a minimum of five years' experience in public relations; first-rate writing and management skills; and a strong commitment to the liberal arts. A plus.

Salary will be commensurate with qualifications and experience. Nominations and applications should be submitted by July 1:

Director of Human Resources
Lawrence University
P.O. Box 580
Appleton, WI 54912

Lawrence University Promotes Equal Opportunity For All

Yusef University, Madagascari University, Ph.D. part time and full time medical research positions for innovative new programs. Qualifications: Ph.D. in Nursing preferred; excellent teaching and scholarship; administrative experience; report of funding. Salary: Competitive and commensurate with experience. Send letter of interest, résumé, and three references to: Dr. Jane C. Cline, Curlew College, Pittsburgh, Pennsylvania 15213. For full consideration, submit application before July 15, 1992. EEO.

DIRECTOR OF UNIVERSITY RESIDENCES

UNIVERSITY OF IDAHO

Moscow, ID 83843

The University of Idaho invites applications and nominations for the position of Director of University Residences. The University of Idaho is a comprehensive research university and is the state's land grant institution. Reporting to the Assistant Financial Vice President for Auxiliary Services, the Director is responsible for all University residences including residence halls, cooperative residences, family and graduate students housing units. The position directly supervises the Director of Residence Life, the Assistant Director for Family Housing, the Assistant Director for Support Services, and the Assistant Director for Business Operations. Responsibilities include budget preparation and management, facilities maintenance, and overall leadership in University Residences to provide outstanding accommodations and programs for residents.

Minimum Qualifications:
• Bachelor's degree in business management or related field
• Extensive and progressively more responsible experience in management positions related to activities supervised by this position
• Demonstrated ability in financial management of university residences
• Demonstrated ability to manage residence facilities
• Ability to communicate effectively, both orally and in writing with individuals from diverse backgrounds and abilities

Preferred Qualifications:
• Master's degree in business or related field
• Prior experience in College/University residences management
• Familiarity with land-grant and/or Ph.D. granting institutions

Salary: Commensurate with qualifications and experience. Application Procedures: Submit a formal letter of application, résumé, and the names and phone numbers of three references. Applicants will be sent a formal job description and additional information.

Deadline: Search will be closed when a sufficient number of qualified applicants have been identified but not before July 1, 1992.

Apply To: Director of University Residences Search Committee
Christian Stokes, Chair
Office of Auxiliary Services
University of Idaho
Wallace Complex
Moscow, ID 83843
(208) 885-5500

AA/EEO



COLLEGE CHAPLAIN

Coe College invites applications and nominations for the position of Chaplain of the College. This is a part-time position. The Chaplain is responsible for ministering to the spiritual needs of students. Additional responsibilities include: facilitating religious programs on campus, advising denominational clubs, and maintaining relationships with local churches.

Located in a mid-sized city, the College is a selective liberal arts institution affiliated with the Presbyterian Church. Coe is a member of the ACM and has Phi Beta Kappa chapter. The student body is characterized by diverse faith and ethnic backgrounds.

Candidates for the position should be ordained, experienced in the duties of a college chaplain or youth minister, and capable of providing creative leadership. Persons already employed or working on a part-time basis at churches near or in the Cedar Rapids community are welcome to apply.

Salary is commensurate with education and experience. Starting date is negotiable. Applicants should submit a letter of interest, a professional résumé and letters of reference to: Debra Carlson Wood, Vice President for Student Affairs, Coe College, 1220 First Avenue, Northeast, Cedar Rapids, IA 52402. Review of applications will begin immediately and continue until the position is filled.

Coe College is an Equal Opportunity, Affirmative Action Employer.

DEVELOPMENT COORDINATOR FOR CATHOLIC SCHOOLS

The Diocese of Venice in Florida is seeking experienced candidates for the position of Development Coordinator for Catholic Schools.

Qualifications: Experience in all areas of comprehensive development, including deferred giving, fund raising, grant writing, marketing, public relations and long range planning. Responsibilities include the in-service training and supervision of High School Development Programs and Personnel. Salary negotiable according to experience and qualifications.

Interested candidates should send cover letter, résumé and three current letters of reference to:

Development Search Committee
Diocese of Venice
Post Office Box 2206
Venice, Florida 34284-2006
Phone: (813) 484-9543
Fax: (813) 484-1121

Application Deadline: June 22, 1992

Yusef University, Madagascari University, Ph.D. part time and full time medical research positions for innovative new programs. Qualifications: Ph.D. in Nursing preferred; excellent teaching and scholarship; administrative experience; report of funding. Salary: Competitive and commensurate with experience. Send letter of interest, résumé, and three references to: Dr. Jane C. Cline, Curlew College, Pittsburgh, Pennsylvania 15213. For full consideration, submit application before July 15, 1992. EEO.

Yusef University, Madagascari University, Ph.D. part time and full time medical research positions for innovative new programs. Qualifications: Ph.D. in Nursing preferred; excellent teaching and scholarship; administrative experience; report of funding. Salary: Competitive and commensurate with experience. Send letter of interest, résumé, and three references to: Dr. Jane C. Cline, Curlew College, Pittsburgh, Pennsylvania 15213. For full consideration, submit application before July 15, 1992. EEO.

Director of Admissions

Founded in 1875, Indiana University of Pennsylvania is the Commonwealth's fifth largest university with over 14,000 students. Located 50 miles northeast of Pittsburgh, IUPUI is the largest of the four universities in the State System of Higher Education.

Applications and nominations for the position, Director of Admissions, are now being invited. The Director of Admissions is a key university management position that reports to the Associate Provost in Academic Affairs.

Responsibilities of the Director of Admissions include direction and coordination of all undergraduate admissions programs on the main campus and at the branch campuses located in Kittanning and Punxsutawney, PA; marketing and minority recruitment efforts; enrollment management; public relations with local, regional and state constituencies; long-range and strategic planning pertinent to admissions and enrollment; and coordination of articulation agreements with other colleges/universities.

Qualifications include Master's degree; five years' experience in an admissions operation in higher education; and demonstrated experience in minority recruitment, enrollment management, marketing, and office automation required. Strong written, verbal, and interpersonal skills are essential.

Candidates should send letter of application, résumé, and the names, addresses, and phone numbers of five current references, one of which must be your current supervisor. Application materials should be sent to:

Chair, Office of Admissions Search
Office of the Associate Provost
350 South Hill, IUPUI
Indiana, PA 15705

Review will begin June 10, 1992, and continue until position is filled. UP is an Affirmative Action, Equal Opportunity Employer and is committed to diversity as an educational priority. Women and minorities are encouraged to apply.

International Management Development Institute (IMDI)

Graduate School of
Public and International Affairs

University of Pittsburgh

IMDI seeks senior Program Managers to help design and deliver management development training programs for officials from Africa, Asia and the Middle East. Qualifications: Master's degree or Ph.D. in a relevant discipline; minimum 3 years' international experience; minimum 3 years' experience in the design, delivery and evaluation of training; professional fluency (FSI 3+) in Arabic, French or Indonesian. Consulting experience is an added advantage. These are full-time positions based in Pittsburgh. Salary range: \$35,450 plus an attractive benefits package.

Candidates should forward a current CV, a statement of relevant experience, and the names and telephone numbers of three references. Applications will close on June 30, 1992, and the successful candidates will be expected to begin work as soon thereafter as possible. For more information, please call or write:

Dr. R. Wall N. Nolan, Director
International Management Development Institute
Graduate School of Public and International Affairs
303 Forbes Quadrangle
University of Pittsburgh, Pittsburgh, PA 15260
Tel: (412) 624-7676
FAX: (412) 624-2605 or (412) 624-5911

AA/EEO

Southwestern University

AT GEORGETOWN, TEXAS

Director of Alumni and Parent Relations: Southwestern University seeks an experienced and energetic director to manage a program of constituent relations for 10,000 alumni, parents, and friends. Staff supervision, volunteer management, alumni based relations, development, and other advancement responsibilities are included. Candidates should have a proven record of success in advancement, preferably in a similar institution, excellent communication, organizational and computer literacy skills as well as a bachelor's degree and a minimum of three years' experience.

Southwestern University is a selective undergraduate institution committed to broad-based liberal arts and sciences education. Affiliated with the United Methodist Church, it has more than 1,200 students and a history of academic excellence. The Southwestern endowment of more than \$136 million ranks among the highest in the nation in endowment per student. The University is located in Georgetown, Texas, 26 miles north of Austin, the state capital.

Deadline for applications: July 3, 1992. Send a letter of application, a résumé, and the names, addresses, and telephone numbers of three references to the Office of Human Resources, Job #108, Southwestern University, P.O. Box 770, Georgetown, Texas 78627-0770. Southwestern University is an Affirmative Action, Equal Opportunity Employer.



Coverage of breaking news that affects higher education—from state capitals, academic conferences, and campuses throughout the country and the world —

every week in The Chronicle.

Program Assistant Carolina Union

Assists in the training and development of the ten to fourteen student programming committees of the Carolina Union Activities Board. Advises and directs student volunteer chairpersons and committee members in program planning, promotion, execution and evaluation for programs such as films, concerts, lectures, gallery exhibits and Cabaret events.

Negotiates contracts, coordinates program facility and personnel resources, monitors budgets, attends and supervises various programs. Must be willing to work a flexible schedule which includes evening and weekend hours. A working knowledge and understanding of the college union philosophy, strong verbal and written communication skills, ability to work independently and establish effective working relationships with university students are essential. Qualifications and experience include an undergraduate degree with major emphasis in student personnel services, recreation or a related field and two years' experience working with university student volunteers in union programming or student activities. A Master's degree is preferred in the above areas with two years' experience or an equivalent combination of education and experience. Salary range \$20,742-\$31,212.

We offer a salary commensurate with your experience and education, and a comprehensive benefits package. Apply immediately. Resumes only accepted with completed applications. For an application, telephone (919) 990-3200 (Toll Free Research Triangle Area of North Carolina) or (919) 962-2991 or apply at: Employment Department, Office of Human Resources, The University of North Carolina at Chapel Hill, CB #1045, 725 Airport Road, Chapel Hill, NC 27599-1045. An Equal Opportunity/Affirmative Action Employer.



DIRECTOR OF ADMISSION

Southern Methodist University invites applications and nominations for the position of Director of Admission.

Candidates must be familiar with the mission of a selective private university that recruits nationally and internationally. Candidates should have proven recruiting and admission experience. The Director will oversee the undergraduate recruitment efforts of the University including strategic planning and oversight of an office of twenty-five.

Salary competitive and commensurate with experience. Screening of applicants and nominees will begin immediately. Resumes will be accepted through July 15, 1992.

Applications, nominations, and inquiries should be directed to:

July J. Mohraz, Associate Provost
209 Perkins Administration Building
Southern Methodist University
Dallas, TX 75275



Minorities and women are encouraged to apply.

SOUTHERN METHODIST UNIVERSITY

Affirmative Action, Equal Opportunity Employer.

ASSOCIATE DIRECTOR SPECIAL GIFTS

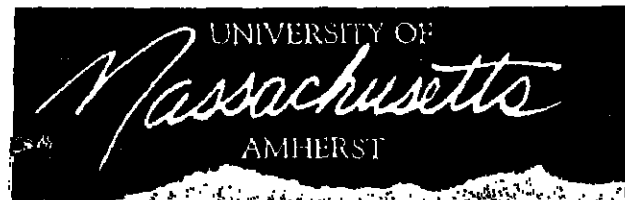
Barnard College, Columbia University seeks an experienced professional for the Special Gifts position (contributions ranging from \$25,000 to \$100,000) of our \$100 million Capital Campaign.

Conduct prospect research and tracking; develop regional campaigns; prepare proposals and presentations; participate in soliciting individuals, and ensure proper follow-up. Some travel is required.

We offer a competitive salary and excellent benefits including 24 days vacation and tuition remission. Send your resume with salary history to: Employment Supervisor, Barnard College, 3009 Broadway, New York, NY 10007. Equal Opportunity Employer.

tenure-track position of Nursing Faculty in the ADN Program beginning August 3, 1992. Responsibilities: Conduct classroom and clinical instruction; supervise and evaluate students; participate in ongoing curriculum development; and advise students. Qualifications: Master's degree in nursing with at least 18 graduate hours in nursing. Areas of expertise in adult health or pediatric nursing. Two years' nursing experience within the past seven years. As new programs are added, the successful candidate may be given leadership assignments. Application deadline: June 26, 1992, or until position is filled. Address inquiries to: Personnel Office, First River Technical Institute, P.O. Box 1805, Thomasville, Georgia 30216; (706) 447-9616. EOE/AA.

Yusef University, Madagascari University, Ph.D. part time and full time medical research positions for innovative new programs. Qualifications: Ph.D. in Nursing preferred; excellent teaching and scholarship; administrative experience; report of funding. Salary: Competitive and commensurate with experience. Send letter of interest, résumé, and three references to: Dr. Jane C. Cline, Curlew College, Pittsburgh, Pennsylvania 15213. For full consideration, submit application before July 15, 1992. EEO.



Director of Athletics

The University of Massachusetts at Amherst seeks applications and nominations for Director of Athletics, with an intended appointment date around September 1, 1992, or sooner. The University of Massachusetts is an NCAA Division I institution sponsoring 22 sports. The Director of Athletics (full-time, 12-month administrative) reports to the Chancellor. The Director has total administrative responsibility for the development, management, and operation of all athletic and intramural programs. The Director provides educational and administrative management and leadership in the areas of fiscal management, promotions, marketing, public relations, advertising, sports information, fundraising, and tickets. Qualifications: An advanced degree in an appropriate field is required. The candidate must possess experience in the successful administration of athletics programs or have comparable experience. Candidates should have a track record of success as a personnel manager and as a successful leader, possess the ability to deal with diverse constituencies, and must present evidence of personal and professional integrity. The successful candidate should exhibit a strong sensitivity to the academic mission and requirements of the university and demonstrate an understanding of the proper role of athletics within the mission of the university. The candidate must demonstrate a commitment to NCAA rules and compliance, applicable rules, regulations and laws, and support of academic and affirmative action goals. Candidates should have proven organizational, administrative, communications and interpersonal skills; and demonstrated public relations and fundraising abilities. Compensation: The compensation will be commensurate with qualifications and experience. Application and Appointment Process: To begin the application process, applicants should submit a letter of inquiry, a current resume, and a list of three current professional references with addresses and telephone numbers. Applicant review will begin on July 15, 1992, and will close when a suitable applicant is chosen. Application materials should be sent to: Chair, Director of Athletics Search Committee, 203 Boyden Building, University of Massachusetts, Amherst, MA 01003. The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer.

Northern Illinois University

CHANCE Program:

Associate Director, Position starts September 1, 1992. Responsible for management, administration and supervision of counseling services to students, train, supervise, monitor and evaluate performance of ten professional counselors; coordinate summer orientation program for students. Required Qualifications: Master's degree in educational administration, student personnel, counseling or closely related area; bilingual/bicultural in Spanish and English; excellent supervisory and communication (oral and written) skills and minimum of 3 years (prefer 5 to 8 years) experience in administration and/or counseling of ethnic minorities and educationally underprepared students in higher education. Send application, resume, and three recent reference letters to: Larry A. Mitchell, Director of CHANCE Program, Educational Services and Programs, NIU, DeKalb, IL 60115. Application Deadline: July 15, 1992.

DEPT. MATHEMATICAL SCIENCES:

Assistant Professor, Anticipated visiting position, specialization in numerical analysis or optimization theory. Ph.D. and strong potential in research and teaching required. Send application (vita), transcripts, plus three reference letters and description of research program to: Temporary Numerical Analysis Position, c/o Professor William D. Blair, Chair, Dept. of Mathematical Sciences, NIU, DeKalb, IL 60115 by July 15, 1992. AA/EOE.

Fiscal Officer

Dartmouth Dining Services

Manages all Dartmouth Dining Services accounting systems, including control, financial reporting, and preparation of all budgetary documentation. Prepares monthly financial statements for various Dining Services operations. Advises the Director and members of management team on financial matters. Seeking a bachelor's degree in business administration, hotel administration, or closely related field, with 4-5 years of experience in financial management, or a master's in business administration with 2-3 years of relevant experience, or the equivalent. Must have a working knowledge of Macintosh and IBM business applications. Food production and access control systems experience desirable.

Submit resume and cover letter to: Katherine Fisher, 6172 Thayer Hall, Dartmouth College, Hanover, NH 03755-3712.

Dartmouth is an equal opportunity employer. Women and minorities are encouraged to apply.

Dartmouth College

San Francisco State University of San Francisco, CA 94132. Position is available for fall 1992. Anticipated start date: August 1, 1992. Doctorate preferred. M.S.N. in Medical/Surgical or Critical Care, and prior teaching experience required. Strong clinical skills and interest in the curriculum. Send letter of application and vita to: Carolyn L. Martinez, Department of Nursing, San Francisco State University, 1600 Divisadero Street, San Francisco, CA 94132.

WHITWORTH COLLEGE

Registrar

POSITION FUNCTION: Directs processes to ensure the integrity of academic credits given and degrees earned by providing administrative supervision to the Registrar's Office and evaluate input, monitoring, and record-keeping for the academic consultation.

QUALIFICATIONS BEING SOUGHT:

1. Master's degree; doctorate desirable.
2. A minimum of five years of experience as Registrar, Associate Registrar, or other administrative/faculty member at a higher education institution with significant administrative experience with academic records.
3. Demonstrated skills in administration, organization, problem solving, and personnel management.
4. Experience with computerized integrated student records systems.
5. A personal commitment to the Christian faith and to the integration of faith and learning.

TO APPLY:

Please submit: letter of interest, resume/vita, names, addresses, and telephone numbers for three references, and a one-page statement on your personal commitment to the Christian faith and to the integration of the Christian faith with liberal learning to:

Registrar Search Committee
Office of Human Resources
Whitworth College
Spokane, WA 99251-0103

Applications accepted until 7/20.

ANTICIPATED START: September 1, 1992

Whitworth College strongly encourages women, persons of color, and persons with physical limitations to apply. Whitworth College reserves the right to extend the search proceedings beyond those dates identified in order to assemble an adequate number of qualified applicants.

Trinity College

Hartford, Connecticut 06106

ASSISTANT DIRECTOR OF CAREER COUNSELING

The Assistant Director will focus on the following areas: career counseling of undergraduates and graduates; formulation of plans for employment and graduate/professional study; advise students and graduates on all phases of job search; deliver job search and career assessment workshops; and manage recruiting programs for employment and graduate/professional study. Position is scheduled for 10 months each year, approximately mid-August—mid-June. Normal starting salary range from \$18,800-\$21,000 or more, depending upon qualifications and experience.

Bachelor's degree, preferably in the liberal arts, required; master's degree preferred. Two years of career counseling or other related high-level education experience required.

Applications will be reviewed starting July 1, 1992 and will continue until the position is filled. Please send resume, statement of interest in advising bright, highly motivated liberal arts graduates, and the names, addresses, and telephone numbers of three professional references to:

Rozanne Burt
Director, Career Counseling
Trinity College
300 Summit Street
Hartford, CT 06106

Trinity College is an Equal Opportunity, Affirmative Action Employer.

SELMA UNIVERSITY

Director of Fund Raising and Alumni Affairs

Selma University invites application for the position of Director of Fund Raising and Alumni Affairs. This person will be the principal fund raiser and alumni affairs person.

The successful candidate will provide leadership in the expanded and multi-base external fund raising program which includes alumni and church relations, annual fund, corporate and foundation support, planned giving, church support and developing a viable endowment.

Minimum qualifications are a bachelor's degree, master's degree preferred, 2 to 3 years' experience in institutional development and fund raising at a four year college. Must be capable to work with a small black church related institution. Must have record of initiating and managing various fund raising operations. Salary depends on qualification. Position available in September 1, 1992.

Selma University is a small HBCU, four year liberal arts college supported by the Alabama State Missionary Baptist Convention, Inc. Send a letter of application with a vita, three reference in the areas of experience, and other documents before July 8, to: Dr. B. W. Dawson, President, Selma University, 1501 Lapley Street, Selma, AL 36701.

An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academia—

every week in The Chronicle.



UNIVERSITY OF NORTH ALABAMA

Director

Student Financial Assistance and Scholarships

The University of North Alabama is seeking an individual to further develop and provide leadership to its student financial assistance and scholarship office. The person will replace the former director who is retiring after more than 25 years with the University.

UNA is the oldest four-year public university in Alabama, founded in 1820. Enrollment is approximately 6,000. About 80% are undergraduates. Women represent 58% of the student body, 10% are minorities, and 93% of the undergraduates are part-time (80% of the graduate students). Eighty-four percent are in-state students. The University is located in Florence, where the Tennessee River Valley provides a very beautiful setting for recreational and cultural activities.

QUALIFICATIONS: Applicants are expected to have a master's degree, at least five years of significant experience in student financial assistance, extensive knowledge in the field, evidence of leadership in the profession, a sensitivity to students' critical financial needs, and outstanding human relations and management skills.

RESPONSIBILITIES: The Director will manage an office staff of five full-time employees and additional student workers. She will report to the Dean of Enrollment Management, and will be responsible for managing related budgets, directing all matters associated with the Office of Student Financial Assistance and Scholarships, and cooperating with the Registrar's Office and the Office of Admissions, which, along with the office, comprise the enrollment services division.

APPLICATION: A letter of application, along with a resume and at least three references, should be sent to The Office of Human Resources and Affirmative Action, UNA Box 5043, Florence, AL 35632-0001, not marked no later than July 15, 1992. Plans are to fill the vacancy as early as August 15, but no later than October 1, 1992. Salary and benefits are competitive and commensurate with the job responsibilities.

The University of North Alabama is an equal opportunity employer. Women and minority candidates are encouraged to apply.

Reference Librarian

Barnard College, Columbia University seeks a Librarian to provide a full range of library services including reference desk, library instruction and collection development responsibilities. Your schedule will be Sunday-Thursday during the academic year, and Monday-Friday other times of the year.

We require an M.S., strong liberal arts background and knowledge of computers and CD-ROM technology. Academic background in English and American literature and/or women's studies preferred.

We offer a competitive salary and excellent benefits including 24 days vacation and tuition remission. Send your resume and 3 references to: Employment Supervisor, Barnard College, 3009 Broadway, New York, NY 10027. Equal Opportunity Employer.

DIRECTOR OF ENVIRONMENTAL SAFETY AND HEALTH

LSU Medical Center - New Orleans

ANTICIPATED VACANCY

This is a position with significant managerial responsibility to coordinate and direct all facets of the safety programs of the LSU Medical Center—New Orleans including occupational, fire, radiation/nuclear, biohazard, hazardous waste disposal, environmental conditions, etc.

Minimal Acceptable Qualifications: Undergraduate or graduate work in engineering, science, safety or health. Master's degree in an appropriate field, terminal degree also acceptable. Three years' general and three years' specialized experience in the Occupational Safety field with significant administrative/managerial experience, preferably in an Academic Health Sciences Center.

Submit applications with resume and three references by July 10, 1992 to:

Vice Chancellor Institutional Services
LSU Medical Center
433 Bulwer Street
New Orleans, Louisiana 70112

LSU Medical Center is an EEO/AA Employer.

St. Joseph's University, St. Joseph, MO 64506. Phone 614-261-6124.

Multiple Assistant Professor, 12 month teaching position with the Department of Clinical Dietetics available July 1, 1992.

Responsibilities include: coordinating undergraduate clinical nutrition course, supervising students in the clinical setting, and assisting with other department courses and activities. Qualifications for the position: Registered Dietitian, M.S.

ASSISTANT DEAN CUNY MEDICAL SCHOOL

The Assistant Dean for Administration/Planning and Special Projects is the senior administrative officer for the CUNY Medical School/Sophie Davis School of Biomedical Education. Under the supervision of the Dean, this individual manages business and administrative support services including: budget development and control; accounting and fiscal reporting; personnel services; legal affairs; purchasing; facilities development; space and program planning; and institutional planning and evaluation. The Assistant Dean will supervise a staff of 8-10 individuals.

Responsibilities include: Assist the Dean with the planning/implementation of LCME accreditation strategies/activities. With the Dean, plan administrative linkages with GME programs to support the undergraduate medical requirements in concert with affiliated hospitals. Manage personnel services to include facilitating appropriate appointments; review/processing of HEO screening materials; salary/performance evaluation administration; and coordination of affirmative action activities. Develop, implement and evaluate space/facility plans to support the clinical, teaching, and faculty requirements of the School.

The successful candidate must have an advanced degree (Masters or Doctorate) and prior senior level management experience, preferably in higher education or medical education institutions. Knowledge and understanding of grants management also desired. Candidates must possess superior interpersonal communication skills (written and oral) as well as solid experience in staff supervision and development.

Salary \$48,310-\$66,310, commensurate with qualifications and experience. Please send your resume and three references by June 26, 1992 to: Dean Stanford A. Roman, Jr., M.D., CUNY Medical School, Room J-809

CITY COLLEGE OF NEW YORK
188th Street and Convent Ave.
New York, New York 10031
An AA/EEO Employer M/F

ACTFL

DIRECTOR OF PROFESSIONAL DEVELOPMENT at ACTFL HEADQUARTERS

Applications are now being accepted for the position of Director of Professional Development, THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, INC. ACTFL is a national, non-profit service organization for language professionals at all educational levels, with a membership of 6,000.

The Director will manage all aspects of the Professional Development Program, including preparation of the schedule, coordination of consultants, production of brochure, organization of set and special-request workshops, supervision of on-site ACTFL ORAL PROFICIENCY INTERVIEW Certification Program, and marketing of workshops. In addition, expertise will be utilized to explore new topics for funded projects and the design of new workshops. Travel is required.

Applicants must be language professionals familiar with the proficiency movement and have a minimum of three years' experience in a managerial capacity. Candidates should possess excellent oral and written communication skills and should have strong interpersonal and organizational abilities.

Review of applications will begin July 8, 1992. Send cover letter and resume to:

Rosemarie Raffe
ACTFL
6 Executive Plaza
Yonkers, New York 10701

ACTFL is an EQUAL OPPORTUNITY EMPLOYER.

DIRECTOR OF INTERNAL AUDIT

The University of Alabama at Birmingham

The University of Alabama System seeks a director for The University of Alabama at Birmingham Office of Internal Audit. The University of Alabama at Birmingham is a major urban university with annual expenditures of \$800 million. Sponsored research expenditures exceed \$100 million.

The Director is responsible for designing and executing a comprehensive internal audit plan including the BBO bad University Hospital. The successful candidate will have a graduate degree and an earned certification in a relevant field. Experience in administration or auditing in a medical/research environment is highly desirable. The position is available immediately.

Please send nominations or applications to:
Dr. Warren H. Spruill, General Auditor
The University of Alabama System
628 Queen City Avenue
Tuscaloosa, AL 35608

The University of Alabama System is an Equal Opportunity, Affirmative Action Employer.

ter's degree in nutrition, dietetics or related field. For able to complete Master's degree by January 1, 1993, 3 or more years of recent professional experience in clinical dietetics, college teaching experience, and ADA member. Send cover letter, transcript of relevant graduate work, and curriculum vitae (include description of professional experience, research, service, and educational preparation) to: Search Committee, Department of Clinical Dietetics, University of Alabama at Birmingham, 628 Queen City Avenue, Tuscaloosa, AL 35608.

Pathology Instructor: We are seeking a qualified individual for the position of Pathology Instructor. The successful candidate will have a graduate degree and an earned certification in a relevant field. Experience in administration or auditing in a medical/research environment is highly desirable. The position is available immediately.

Search Reopened DIRECTOR OF INSTITUTIONAL ADVANCEMENT

Salem-Teikyo University

Salem, West Virginia

Salem-Teikyo University, a non-profit educational institution with an international student body comprised of half American students and half Japanese and other foreign students, seeks a Director of Institutional Advancement. The Director will conduct the University's fund-raising programs and coordinate the alumni and communications programs. Salem-Teikyo University's unique mission—preparing world citizens to become the leaders of tomorrow with an international perspective—has brought considerable national media attention to the campus and a very healthy student enrollment.

The University seeks an energetic, innovative individual with exceptional motivational and interpersonal skills. Ideal candidates will have 4-7 years' development experience in higher education. A bachelor's degree is required—CFRE is helpful. This position provides the opportunity for a current Assistant Director to become a Departmental Director.

Interested, qualified candidates should send resume, 3 professional references, and salary requirements for consideration; interviews will begin July 15, 1992.

Salley/Robeson/Ryan/St. Lawrence, Inc.
Suite 315
1990 M Street, N.W.
Washington, D.C. 20036

Director of Institutional Research

Sacred Heart University

Established in 1963, Sacred Heart University is a co-educational institution of higher learning in the Catholic intellectual tradition. The University's primary objective is to prepare men and women to live in and make their contributions to the human community. With a student population of 4,600, the University offers 24 Bachelor's and five Master's degrees. Entering the fourth year of an aggressive Strategic Plan, the University is adding academic programs, on-campus residential housing, a state-of-the-art computer center and network, and a new recreational complex.

Sacred Heart University seeks an experienced professional to handle its statistical reporting needs to support the planning and management of the University. The Director will gather data, perform necessary statistical analysis and prepare reports to service both internal and external constituents. A Master's degree is required with a Doctorate in statistics or research preferred. Strong computer and report writing skills are a necessity as is at least three years of relevant research experience in higher education. Qualified applicants may send a letter of application, two copies of a resume and references by July 10, 1992, to:



Dr. Anthony J. Carneri
President
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06430

Sacred Heart University is an Equal Opportunity, Affirmative Action Employer.

UCLA SCHOOL OF NURSING

Associate Dean for Administration

We are seeking a thoughtful, productive, collaborative manager to provide integrated, cost-effective financial and administrative services in support of the School's academic mission. Reporting to the Dean, this position manages the School's fiscal affairs, staff personnel, allocation of space and equipment, and public relations and development coordination.

Qualified applicants must have a Baccalaureate in Nursing, Master's and Doctorate in Nursing or related area. Detailed knowledge of nursing curriculum and clinical practice. Senior level management experience with demonstrated skill in financial planning and analysis, budgeting, cost control and institutional analysis. Demonstrated skill in strategic planning and in managing complex human resource issues. Current knowledge of management information systems. Demonstrated oral and written communication, writing, and interpersonal skills. Salary dependent upon qualifications. Excellent benefits package.

Please send vita with cover letter indicating qualifications for the position to: Dr. Ada M. Jendry, Dean, UCLA School of Nursing, 2265 Louis Fickel Building, Dept. C-1, 10833 La Cienega Avenue, Los Angeles, CA 90024-1702. An Affirmative Action Employer.



DEAN OF THE COLLEGE OF LETTERS AND SCIENCE

University of Wisconsin-Madison

The University of Wisconsin-Madison, one of the most distinguished educational and research institutions in the nation, invites applications and nominations for the position of Dean of the College of Letters and Science. The College of Letters and Science is the largest academic unit within the University. The College consists of 45 academic and professional departments, a wide array of academic programs abroad, and interdisciplinary instructional and research centers. The College has approximately 900 faculty, 700 academic staff, 4,700 graduate students, and 17,400 undergraduate students. The total budget is \$150 million, of which \$117 million is for instruction and research. In 1991, the College received 464 federal awards totaling nearly \$48 million. The College has a long-standing commitment to excellence. Thirty-one departments and programs within the College of Letters and Science are ranked in the top ten nationally, and five departments are ranked number one. Five Nobel Prizes have been awarded to College faculty and alumni, and 14 current faculty are members of the National Academy of Sciences.

The Dean of the College of Letters and Science serves as the chief academic and executive officer of the College with responsibility for staffing, budget, curriculum, student academic affairs, and space management. Primary qualifications for the position include a successful record of administrative management and leadership in higher education, academic accomplishments as a scholar and teacher that meet the standards for a tenured appointment at the rank of full professor in the University of Wisconsin-Madison faculty, a commitment to the diverse mission of a major public university, including undergraduate and graduate instruction, research, public service, and outreach, and the ability to relate to external constituencies.

The position is available January 1, 1993. Applications and nominations should be received by September 30, 1992, to ensure consideration. Submit applications and nominations to:

Professor Peter D. Spear, Chair
Search and Screen Committee
Dean of the College of Letters and Science
University of Wisconsin-Madison
134 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706
Telephone: (608) 262-9337

The University of Wisconsin-System is an Equal Opportunity, Affirmative Action Employer.

Director of Development

A professional development officer is sought for a key position in the University's \$75-million-dollar campaign. Reporting to the University's Director of Development, this person will be responsible for Major Gift solicitation for the College of Engineering and Applied Science. Five years' experience, including some campaign experience, is sought. Some engineering or hard science background is a plus. Inquiries should be addressed to the Assistant Personnel Director, University of Rochester, Box 636, Rochester, NY 14842.

Equal Opportunity Employer (M/F)

UNIVERSITY OF ROCHESTER

MANAGER FOUNDATION FUND RAISING



If you can:

- Demonstrate a solid national foundation fund-raising track record.
- Write and present with the very best.
- Build interest into commitment.

then we want to talk with you about joining our national program marketing team. We are looking for someone with a proven track record in foundation fund raising. A bachelor's degree and four years' fund-raising experience are required. Please submit resume (with salary requirements) by July 10, 1992 to:

Maryland Public Television
11707 Owings Mills Blvd.
Owings Mills, MD 21117

EOE/AA

A complete list of the latest government grants, foundation grants, and private gifts to colleges and scholars—

every week in The Chronicle.

Director of Pathology: In addition to teaching, the successful candidate will establish and supervise a diagnostic molecular biology laboratory. Applicants must have an M.D. degree and must be board eligible in pathology. Annual salary is \$80,000. Applicant should forward two copies of their curriculum vitae, names of three references, a list of publications, and a brief statement of research training and interests to: DOE, 1000 S. Street, N.W., Room 323, Washington, D.C. 20001; reference Job Order #1120.

ical license in the District of Columbia. The successful candidate will establish and supervise a diagnostic molecular biology laboratory. Applicants must have an M.D. degree and must be board eligible in pathology. Annual salary is \$80,000. Applicant should forward two copies of their curriculum vitae, names of three references, a list of publications, and a brief statement of research training and interests to: DOE, 1000 S. Street, N.W., Room 323, Washington, D.C. 20001; reference Job Order #1120.



Bethany

VICE PRESIDENT FOR ENROLLMENT MANAGEMENT & DEAN OF ADMISSION

The Position

The Vice President for Enrollment Management and Dean of Admission is an executive level position reporting directly to the President. This person is responsible for admission, financial aid, and retention. Bethany College offers a highly competitive salary and benefit package.

Preferred Qualifications

Bethany seeks candidates who have skills in organization and implementation, data analysis, budget management, and a thorough knowledge of admission and student financial aid policies and regulations. Strong communication and interpersonal skills, as well as the ability to operate within a team-oriented environment, are essential. Proven success in a liberal arts institution is preferred.

Bethany College

Bethany, a private, selective, four-year, residential liberal arts college, is located in the northern panhandle of West Virginia, less than an hour from Pittsburgh, Pa. Founded in 1840, Bethany is the Mountain State's oldest degree-granting institution of higher learning. Bethany College is a Carnegie Foundation Liberal Arts I institution. Bethany's student body is comprised of students from over 30 states and 17 foreign countries. Located in a designated historic district, Bethany College has five National Register buildings on College property.

Application Procedure

A letter of application, or nomination, should be sent to: President's Office, Bethany College, Bethany, WV 26032. The processing of applications will begin in mid-June.

Bethany College is an equal opportunity employer.

Bethany College
Established 1840 • Bethany, West Virginia



Senior Associate Dean for Clinical Programs

The Medical College of Wisconsin invites applications and nominations for the position of Senior Associate Dean for Clinical Programs. The Senior Associate Dean for Clinical Programs reports directly to the Dean and is responsible for the overall integration of clinical programs among the College's seventeen clinical departments, as well as for the management of its outpatient clinical facilities, patient billing office, clinical marketing and managed care programs. Applicants for this position should possess an M.D. degree. Qualifications for this position include excellent administrative and negotiating skills and prior experience in an academic health care environment.

The Medical College of Wisconsin is located on the 240-acre campus of the Milwaukee Regional Medical Center. The College is a private, free-standing medical school with a public mission: excellence in education, research, patient care and community service.

Applications and nominations, which will be considered in confidence, should be directed to:

Robert L. Meier, Director, Faculty Affairs
Medical College of Wisconsin
8701 Watkinson Plank Road
Milwaukee, Wisconsin 53226

The Medical College of Wisconsin is an Equal Opportunity, Affirmative Action Employer, M/F/D/V.

Psychology: One-year temporary replacement to teach Introduction, Developmental, and Psychological Psychology. Research Design and Experimental Methods, and Learning and Memory. Master's degree required, Ph.D. preferred. Send letter of application to Dean of Faculty, David L. Cleveland, Vice President for Academic Affairs, Grand Central, LaSalle, Iowa 50146, 505/244-1000.

Psychology: Counseling Counselor/Clinical Psychologist. 12 months. The Texas Tech University Counseling Center, Lubbock, Texas. The Center



Search Extended PROVOST

Incoming President Leslie H. Cochran has extended the national search process for nominations and applications for the position of Provost at Youngstown State University. YSU has seven schools/colleges: College of Applied Science and Technology, College of Arts and Sciences, William R. School of Business Administration, School of Education, William Rayen School of Engineering, College of Fine and Performing Arts, and the Graduate School, and enrolls approximately 15,000 students.

The Provost is the principal academic officer, reports to the President, and is responsible for supervision of all instructional activities and faculty matters in conformity with the policies of the Board of Trustees and the directions of the President. He/she will be responsible for leadership in maintenance of academic standards, academic and institutional planning, budget development, and development and coordination of instructional, scholarship, and research activities. The successful candidate will demonstrate collegial leadership qualities to work effectively within a decentralized mode of administration.

Minimum Qualifications: An earned doctorate, with a distinguished record of teaching and scholarship; extensive academic administrative experience commensurate with an appointment as senior academic officer; experience in securing new undergraduate and graduate degree programs; an understanding and sensitivity to the unique role and relation of a metropolitan university; familiarity with professional accreditation procedures and guidelines; and demonstrated commitment to equal opportunity and affirmative action.

Salary is competitive and will depend upon the qualifications of the successful candidate.

Date Available: January, 1993. To be assured full consideration, send nominations and/or letters of interest with curriculum vitae, official transcripts, and names and addresses of at least three references by July 15, 1992 to:

Executive Director of Personnel Services
Youngstown State University
Tod Hall 223
Youngstown, OH 44555

Youngstown State University is an Affirmative Action, Equal Opportunity Employer. Minorities and women are encouraged to apply. (Applications for employment and all supporting material are subject to disclosure under Section 149.43(B) of the Ohio Revised Code.)

Dean of Continuing Education

The Dean of Continuing Education reports directly to the Vice President for Instruction and has primary responsibility for leadership in providing credit and non-credit continuing education programs at GRCC.

Qualifications include the following:

- Master's degree required.
- Three years of administrative experience in higher education, preferably in continuing education. Teaching experience is desirable.
- Demonstrated capacity to provide dynamic, creative and effective leadership in continuing education, community education programs, and/or programs meeting the needs of adult learners.
- Ability to work cooperatively with various constituencies, including faculty, support staff, college administrators, outside agencies and business and professional leaders.
- Demonstrated experience in planning, budgeting, staffing, and supervision.
- Experience in working with Basic Skills programs (Adult Basic Ed., English as a Second Language, GED) preferred.
- Understanding and agreement with the Washington community college mission and philosophy.

Green River Community College is located in Auburn, Washington, about 30 minutes from both Seattle and Tacoma. The College is known for its commitment to students and its beautiful natural setting.

The salary is \$56,854 with excellent benefits. Applications are due by 4:00 p.m. Monday, July 6. Employment begins August 15 or sooner. For required application contact:

Personnel Office
Green River Community College
12401 SE 32nd Street
Auburn, WA 98002
206-833-9111, x86
Fax 206-735-6264

An Affirmative Action, Equal Opportunity Employer

ing. Training and supervision. We seek an experienced, responsible, creative person with ability to interact and enhance the personal development of students. Master's degree required. Relevant experience: 3 years in higher education. Excellent salary, benefits, and relocation assistance. Send letter of interest, resume, and references to: Dr. Robert L. Meier, Director, Faculty Affairs, Medical College of Wisconsin, 8701 Watkinson Plank Road, Milwaukee, Wisconsin 53226.

The Medical College of Wisconsin is an Equal Opportunity, Affirmative Action Employer, M/F/D/V.

Psychology: One-year temporary replacement to teach Introduction, Developmental, and Psychological Psychology. Research Design and Experimental Methods, and Learning and Memory. Master's degree required, Ph.D. preferred. Send letter of application to Dean of Faculty, David L. Cleveland, Vice President for Academic Affairs, Grand Central, LaSalle, Iowa 50146, 505/244-1000.

Psychology: Counseling Counselor/Clinical Psychologist. 12 months. The Texas Tech University Counseling Center, Lubbock, Texas. The Center

Public Relations Copywriter. Bachelor's degree in journalism, communications, or related field. Minimum 3 years experience in public relations copywriting. Excellent salary, benefits, and relocation assistance. Send letter of interest, resume, and references to: Dr. Robert L. Meier, Director, Faculty Affairs, Medical College of Wisconsin, 8701 Watkinson Plank Road, Milwaukee, Wisconsin 53226.

Psychology: Counseling Counselor/Clinical Psychologist. 12 months. The Texas Tech University Counseling Center, Lubbock, Texas. The Center

Public Relations Assistant Director. An affirmative media relations position with



DEAN OF THE COLLEGE OF LIBERAL ARTS AND SCIENCES KUTZTOWN UNIVERSITY Kutztown, PA 19530

THE UNIVERSITY Kutztown University, one of 14 institutions in the State System of Higher Education of Pennsylvania, invites applications for the position of Dean of the College of Liberal Arts and Sciences. The University enrolls approximately 7000 students in undergraduate and graduate programs. The University is located in a picturesque rural setting adjacent to the Borough of Kutztown. Two moderately large cities, Allentown and Reading, lie within 10 miles of the campus. New York City is 90 miles to the northeast and Philadelphia is 70 miles to the south.

THE POSITION

The Dean of Liberal Arts and Sciences reports to the Provost/Vice President for Academic Affairs. The Dean works closely with the Provost and other college deans to provide leadership in achieving and maintaining excellence in academic affairs. He or she holds a twelve-month management position without tenure or academic rank. The College includes the departments of Anthropology and Sociology, Biological Science, Criminal Justice and Social Welfare, English, Foreign Languages, Geography, History, Mathematics/Computer Science, Nursing, Philosophy, Physical Sciences, Political Science, Psychology and Telecommunications. There are approximately 100 faculty in the College, serving 1700 students enrolled in majors. The College also plays a major role in providing general education courses for the University.

The Dean of Liberal Arts and Sciences is responsible for leadership and supervision in all areas of activity in the College and its departments. He/she participates in institutional policy and decision-making as a member of the Dean's Council.

QUALIFICATIONS

- An earned doctorate in a discipline appropriate to the college.
- A strong record of scholarly activity.
- A record of teaching effectiveness.
- Successful experience in academic administration at the level of department chair or higher for at least three years, including knowledge in academic planning, development of curriculum, preparation and management of budget and management and evaluation of personnel.
- Effectiveness in promoting high standards in teaching, program development, academic advising and research.
- Effective oral and written communication skills.
- Skills necessary to be a strong advocate for the college.
- Demonstrated ability to work effectively with administrators, faculty and students with diverse interests.
- Demonstrated commitment to faculty governance.
- Demonstrated commitment to affirmative action and to furthering cultural diversity.

Salary will be commensurate with qualifications and experience and includes an excellent fringe benefit package. Appointment is preferred by January, 1993 and no later than July 1, 1993. Submit by August 14, 1992, a letter of application, current resume, and the names, addresses, and telephone numbers of three references to:

Chairperson, Search Committee
for Dean of Liberal Arts and Sciences
c/o Office of the Provost
Kutztown University
Kutztown, PA 19530

KU is an Affirmative Action, Equal Opportunity Employer and actively solicits applications from qualified women and minorities.



ASSISTANT DEAN AND DIRECTOR OF DUAL-DEGREE PROGRAM

The Washington University School of Engineering and Applied Science invites applications for the position of Assistant Dean and Director of the Dual-Degree program. The School is committed to building this program aggressively.

The Assistant Dean/Director is responsible for recruitment and admission of students as well as developing and expanding relations with associate colleges. Applicants should have a degree in engineering or science, preferably in Dual-Degree type programs, and have a graduate degree, preferably in science, mathematics or engineering. The successful applicant should also have demonstrated administrative ability. A high-energy level person is sought to establish good working relationships with the faculty, students, and the community in the associated colleges. Regular visits to the campus of associated colleges will be necessary.

This position reports directly to the Dean of the School of Engineering and Applied Science. Salary will be commensurate with qualifications. Applications will be accepted through July 6, 1992 until the position is filled. Send resumes to:

Dean, School of Engineering and Applied Science
Washington University
Campus Box 1163
St. Louis, Missouri 63130

Interviews will begin in mid-July.

Affirmative Action, Equal Opportunity Employer
Employment eligibility verification required upon hire.

bertha L. Chamberlin, Associate Director of Human Resources (301) 689-4105. Send letter of interest, resume, and references to: Dr. Robert L. Meier, Director, Faculty Affairs, Medical College of Wisconsin, 8701 Watkinson Plank Road, Milwaukee, Wisconsin 53226.

Psychology: Counseling Counselor/Clinical Psychologist. 12 months. The Texas Tech University Counseling Center, Lubbock, Texas. The Center

VICE CHANCELLOR (Chief Administrative Officer)

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
SANTA ANA CAMPUS

The Vice Chancellor will be responsible for District policies and procedures as they apply to the operation of the Santa Ana Campus. Student population on the campus is 27% Hispanic, 21% Asian, 4% Black, 1% Native American, 44% White and 3% other. The Vice Chancellor will be an advocate for campus programs and will be responsible to build bridges to the local urban community.



Annual Salary: \$94,767.

Contact: Personnel Services

Rancho Santiago Community College District
1530 W. 17th Street, Santa Ana, CA 92706
or Phone (714) 564-6485

Applications will be accepted until position is filled. Screening of applications will begin July 27, 1992. Starting Date: Sept. 1, 1992 or as soon as possible.

Seeking Staff Diversity
An Affirmative Action and Equal Opportunity Employer



VICE CHANCELLOR FOR ACADEMIC AFFAIRS University of Hawaii at Hilo

The University of Hawaii at Hilo (UHIL), on the Island of Hawaii, consists of the Colleges of Arts and Sciences, Agriculture, Continuing Education and Community Services, and the Office of Student Services. Approximately 2,800 students of diverse cultural and educational backgrounds are enrolled. The Vice Chancellor for Academic Affairs is responsible for developing and planning institutional and academic programs, academic budgeting and resource allocation; supervising faculty and staff development programs; and federal grant program administration; monitors academic personnel actions and transactions; and participates in academic personnel policy development and negotiation. In addition to working with college units at UHIL and the University System, he/she maintains liaison with external groups and agencies (e.g., Congress, State Legislature, Department of Education) on academic programs.

MINIMUM QUALIFICATIONS: Earned doctorate or appropriate terminal degree from an accredited institution in a discipline appropriate to a liberal arts college with selected professional programs; experience and qualifications consistent with appointment to senior faculty rank; minimum of five years' experience in college program administration; excellent oral and written communication skills; experience with and commitment to the mission of a liberal arts college with professional programs in a multicultural setting.

MINIMUM MONTHLY SALARY: \$5,183.
APPLICATION: Submit letter of application describing how each of the minimum qualifications are met, current resume, and the names, addresses and telephone numbers of at least three (3) professional references to: Audrey S. Furukawa, Assistant to the Chancellor, University of Hawaii at Hilo, Hilo, HI 96720-4091.

INQUIRIES: (808) 933-3390

APPLICATION DEADLINE: Postmarked no later than June 30, 1992.

AN EQUAL EMPLOYMENT OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.

Research/Chemistry: Postdoctoral Research Associate. Physicochemistry and molecular biology. Researcher in the area of polymer science, with emphasis on the synthesis and characterization of polymers. Salary \$30,000 per year. Send resume to: Dr. Robert L. Meier, Director, Faculty Affairs, Medical College of Wisconsin, 8701 Watkinson Plank Road, Milwaukee, Wisconsin 53226.

Research/Chemistry: Postdoctoral Research Associate. Physicochemistry and molecular biology. Researcher in the area of polymer science, with emphasis on the synthesis and characterization of polymers. Salary \$30,000 per year. Send resume to: Dr. Robert L. Meier, Director, Faculty Affairs, Medical College of Wisconsin, 8701 Watkinson Plank Road, Milwaukee, Wisconsin 53226.

Research/Chemistry: Postdoctoral Research Associate. Physicochemistry and molecular biology. Researcher in the area of polymer science, with emphasis on the synthesis and characterization of polymers. Salary \$30,000 per year. Send resume to: Dr. Robert L. Meier, Director, Faculty Affairs, Medical College of Wisconsin, 8701 Watkinson Plank Road, Milwaukee, Wisconsin 53226.

DEAN ANDERSON GRADUATE SCHOOL OF MANAGEMENT

University of California, Los Angeles

UCLA invites nominations and applications for the position of Dean of the Anderson Graduate School of Management. As the Chief Executive Officer, the Dean is responsible for the overall planning, organizing, and management of the school. The Dean is also responsible for the appointment of the faculty and the development of the school's instructional, research, and administrative programs.

The Anderson School has approximately 100 faculty FTE and a like number of staff FTE. The regular MBA program has approximately 750 students divided between the first and second years. The Executive MBA program has 120 students. The school is also home to the Anderson School of International Management, which has approximately 125 students at all stages of the curriculum. The Anderson School is a leader in non-degree executive courses, has approximately 1,200 students enrolled each year.

Applicants should have substantial administrative experience, preferably in a research university, and academic qualifications appropriate to the rank of full professor in the School. Salary will be commensurate with background and experience. Starting date is July 1, 1993.

To be assured of full consideration, nominations and applications should be sent by September 15, 1992 to:

AGSM Dean Search Committee
c/o The Office of the Chancellor
University of California
Los Angeles, California 90024

UCLA is an Equal Opportunity, Affirmative Action Employer.

article in a refereed journal in the area of molecular cloning and expression of mammalian genes encoding multifunctional proteins; 2) graduate course in microbiology; 3) 1 graduate course in virology; and 4) graduate course in molecular genetics. Job duties: Conduct research on the regulation and expression of the multifunctional protein, CAD in mammalian cells. Clone and express the multifunctional protein in prokaryotic and eukaryotic systems. Use immunological techniques to measure the level of expression, function, and intracellular localization of the protein. Researcher in the area of polymer science, with emphasis on the synthesis and characterization of polymers. Salary \$30,000 per year. Send resume to: Dr. Robert L. Meier, Director, Faculty Affairs, Medical College of Wisconsin, 8701 Watkinson Plank Road, Milwaukee, Wisconsin 53226.

Research/Chemistry: Postdoctoral Research Associate. Physicochemistry and molecular biology. Researcher in the area of polymer science, with emphasis on the synthesis and characterization of polymers. Salary \$30,000 per year. Send resume to: Dr. Robert L. Meier, Director, Faculty Affairs, Medical College of Wisconsin, 8701 Watkinson Plank Road, Milwaukee, Wisconsin 53226.

Research/Chemistry: Postdoctoral Research Associate. Physicochemistry and molecular biology. Researcher in the area of polymer science, with emphasis on the synthesis and characterization of polymers. Salary \$30,000 per year. Send resume to: Dr. Robert L. Meier, Director, Faculty Affairs, Medical College of Wisconsin, 8701 Watkinson Plank Road, Milwaukee, Wisconsin 53226.

Research/Chemistry: Postdoctoral Research Associate. Physicochemistry and molecular biology. Researcher in the area of polymer science, with emphasis on the synthesis and characterization of polymers. Salary \$30,000 per year. Send resume to: Dr. Robert L. Meier, Director, Faculty Affairs, Medical College of Wisconsin, 8701 Watkinson Plank Road, Milwaukee, Wisconsin 53226.

Research/Chemistry: Postdoctoral Research Associate. Physicochemistry and molecular biology. Researcher in the area of polymer science, with emphasis on the synthesis and characterization of polymers. Salary \$30,000 per year. Send resume to: Dr. Robert L. Meier, Director, Faculty Affairs, Medical College of Wisconsin, 8701 Watkinson Plank Road, Milwaukee, Wisconsin 53226.



University of San Diego

VICE PRESIDENT FOR ACADEMIC AFFAIRS/PROVOST

The University of San Diego invites applications and nominations for the position of Vice President for Academic Affairs and Provost.

THE UNIVERSITY The University of San Diego is an accredited, coeducational, independent, Catholic university founded in 1949. USD offers a wide range of academic and professional programs to 6000 students at the graduate and undergraduate levels in a College of Arts and Sciences and four professional schools including Business Administration, Education, Law and Nursing. USD considers teaching its highest priority with both scholarship and service to others as integral to its mission. It welcomes students, faculty, administration and staff of all races, religious and cultural backgrounds. A five year plan begun in 1980 reflects the consensus of the University community on five distinguishing characteristics: 1) Catholic Within its commitment to probe the Christian message as proclaimed by the Catholic Church, the University welcomes to its community members whose lives are formed by different traditions and insights, 2) Quality The development of human, environmental, programmatic and financial resources will be grounded in a commitment to quality as distinguished from size or comprehensiveness for example, 3) Values Academic integrity, understanding, wisdom, knowledge, prudence, justice, courage, temperance and truthfulness are values at the core of the University, 4) Cultural Diversity USD is committed to reflecting the cultural pluralism of local and regional populations in which all members are welcomed for who they are, and 5) Holism The University seeks to offer opportunities for intellectual, physical, spiritual, psychological, social, cultural and environmental development of its members.

RESPONSIBILITIES The Vice President for Academic Affairs/Provost reports directly to the President of the University. Together they are responsible for developing, implementing and supporting the University's educational mission. The Vice President for Academic Affairs/Provost and the Vice President for Financial Affairs coordinate the annual budget process of the University as a whole. He or she has broad responsibilities under the President for academic policy and practice, and for hiring, promotion, tenure, and other relevant aspects of personnel matters. In the President's absence, the Vice President/Provost normally replaces the President.

QUALIFICATIONS Applicants must have an earned doctorate in an academic field with a distinguished record of teaching, scholarship and publication as well as extensive academic administrative experience commensurate with an appointment as senior academic officer. The successful candidate will provide evidence of strong organizational, leadership and communication skills and must demonstrate understanding of and sensitivity for a shared governance structure. He or she must be an informed, committed Roman Catholic.

STARTING DATE: July 1, 1993.

SALARY: Salary is competitive and determined on the basis of qualifications and experience.

APPLICATION: Application letter with vita and 2 letters of reference (names and phone numbers of 4 others) will be received until September 8, 1992 with interviewing to begin in late October, 1992. Please include a letter, not to exceed two pages, expressing your reasons for interest in this position. Letters of nomination will be received until August 15, 1992. Application or nomination should be submitted to: Eugene A. Renna, Ph.D., Chair, Provost Search Committee, Provost's Office, University of San Diego, Alcalá Park, San Diego, CA 92110. Phone: (619) 260-4553; FAX: (619) 260-2210.

Equal Opportunity, Affirmative Action Employer.

Vice President for Academic Affairs/ Dean of Faculty

The Position: The Vice President for Academic Affairs is Chief Academic Officer of the College and Dean of Faculty and reports directly to the President. He/she supervises all academic departments (the Dean of the Undergraduate College, the Dean for Graduate and Continuing Education, the Deans of the College of Arts and Sciences, the College of Business Administration, the College of Education, the College of Health and Human Services, the College of Law, the College of Medicine, the College of Nursing, the College of Pharmacy, the College of Public Health, the College of Social Work, the College of Theology, the College of Visual and Performing Arts, the College of Writing and Creative Arts, the College of International Studies, the College of Environmental Studies, the College of Interdisciplinary Studies, the College of Professional Studies, the College of Continuing Education, the College of Graduate Studies, the College of Executive Education, the College of Distance Education, the College of International Education, the College of Lifelong Learning, the College of Professional Development, the College of Continuing Education, the 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VICE PRESIDENT FOR BUSINESS AFFAIRS

ROBERT MORRIS COLLEGE
Pittsburgh, Pennsylvania

Robert Morris College, located in Pittsburgh, Pennsylvania, seeks applicants for the position of Vice President for Business Affairs. Robert Morris is an independent educational institution that has experienced rapid growth over the last two decades and is now in a dynamic development phase that requires the leadership of an experienced business administrator. The College is a focused institution offering undergraduate and graduate degrees in business administration and selective bachelor of arts degrees in English and Communication. The College serves over 6500 undergraduate and graduate students in two locations: a 230-acre residential campus near the Greater Pittsburgh International Airport, and a center in the heart of downtown Pittsburgh.

As the chief business officer, the individual is expected to provide strong leadership for the sound fiscal operation of the institution and ensure development and maintenance of physical resources appropriate to the goals of the College. The individual must be able to work collaboratively with all segments of the College community.

The successful candidate should have:

- A minimum of a bachelor's degree; preference will be given to individuals with an MBA.
- Successful managerial experience in two or more areas of responsibilities including accounting, computing, budgeting, purchasing, physical plant management, personnel services, and auxiliary operations.
- A thorough knowledge of modern administrative systems and a working knowledge of computers.
- A record of successful leadership in an academic institution.
- A high level of energy and a commitment to high quality service.

All interested applicants should apply to:

Executive Assistant
President's Office
P.O. Box 16600
Pittsburgh, PA 15244

All inquiries will be held in strict confidence and applications will be accepted until the position is filled.
Robert Morris College is an Equal Opportunity Employer.

Senior Vice President Development and Corporate Relations PBS

We are seeking a proven, broad-based manager with an outstanding track record and reputation for team-building to oversee Development and Corporate Relations. Reporting to the Executive Vice President/Chief Operating Officer, the Senior Vice President will provide leadership to PBS member stations to increase funding for public television, and will oversee efforts to communicate the value of PBS's educational services to legislators and constituents. Include management of the Development, Corporate Information, and Conference Services departments. The ideal candidate will have a minimum of 12-15 years' management experience, preferably in public broadcasting, and a fund-raising/development/marketing background. Must have superior communication and people management skills with a commitment to excellence and the ability to lead and inspire. If you meet these requirements, please send letter of interest, resume, and salary requirements to:



Attn: Carla A. Gibson
1320 Braddock Place
Alexandria, VA 22314

PBS is an equal opportunity employer.

Research/Medical Sciences Research Associate. To perform studies on endocrine and ovarian cancers. Candidate must develop research plans, coordinate procurement of samples, identify and direct normal and neoplastic tissue samples from fresh hysterectomy specimens, prepare samples, and carry out histologic and biochemical determinations. Candidate will be required to make formal presentations of data collected to departmental faculty. Requirements: Master's degree in Medical Sciences or equivalent. Proof of training in appropriate endocrinology. Two years' experience in laboratory and clinical investigation of neoplastic diseases, including at least one year's experience with histologic analysis of mixed tumors; demonstrated knowledge of steroid hormone action (puberty and reproductive function). Send resume with Social Security number, references and copies of publications to:

Search Reopened



VICE PRESIDENT FOR ACADEMIC ADMINISTRATION

Providence College invites applications for the position of Vice President of Academic Administration. Position available July 1, 1993.

Duties: chief academic officer of the college; normally reports to the Executive Vice President, supervises overall planning of curriculum, coordinates the hiring, promotion, and tenure of faculty, chairs Committee on Academic Rank and Tenure; serves on all major administrative committees.

The following report directly to this Vice President: Associate Academic Vice President; Dean of Graduate School; Dean of Undergraduate Studies; Dean of the School of Continuing Education; Dean of Minority Student Affairs. Criteria: an earned doctorate or a recognized terminal degree; ability to actively promote the mission of the college; strong administrative skills and academic credentials; demonstrated teaching excellence; effective communication skills; dynamic, innovative leadership qualities.

Salary: commensurate with qualifications.

Applications to include: letter of application, curriculum vitae, and three letters of recommendation. It is the responsibility of the applicant to insure that the letters of recommendation are forwarded directly to the chair of the search committee.

Deadline: Review of applications will begin immediately. Priority will be given to complete applications received by July 15, 1992. Review will continue until the position is filled.

Mail to: Donna T. McCaffrey, Chair
Search Committee—Vice President for Academic Administration
Hickins Hall, Room 107
Providence College
Providence, RI 02918

Providence College is a Roman Catholic, four-year, coeducational liberal arts college, which welcomes qualified men and women through equal opportunity and from all religious and ethnic backgrounds. The college promotes the pursuit of sound scholarship and the principles of the Judeo-Christian heritage through the unique Catholic tradition of the Dominican Order. Providence College is an Equal Opportunity Employer.

KNOXVILLE COLLEGE

Knoxville College, a Presbyterian related liberal arts college located in Knoxville, Tennessee, invites applications for two administrative positions reporting directly to the President of the college.

Vice President and Dean of the College: Serves as the chief academic and administrative officer under the President; provides day-to-day supervision of all senior officers and academic heads to ensure the effective and efficient implementation of administrative, academic, and financial management of the college.

Candidates should have an earned doctorate, preferably in an arts and sciences discipline, at least five years of senior level administrative experience, demonstrated teaching and research competence, as reflected in publications, excellent human relations skills. Salary is competitive and commensurate with qualifications and experience.

Director of Institutional Advancement: Responsible for directing all phases of resource development; directing external relations with private sector and alumni in all media; working with other college offices to present an image of the campus and communicate its development goals to various external constituencies; and coordinating outreach activities with other college and universities.

Candidates must have significant demonstrated managerial experience in university relations, resource development, fund raising, and alumni relations, as well as ability to plan, organize, and direct activities of Development College Relations, printing of college materials and communications; an understanding of teaching, research, and service missions of the HBCU as well as its continuing covenant with the Presbyterian Church in the role of college offices to present an image of the campus and communicate its development goals to various external constituencies; and proven record in fund raising and program planning is required as well as a leadership style characterized by enabling and team building; must be able to relate well to the college's many constituencies both on and off the campus; proficiency in the use of computers, both written and oral; should be computer literate; and an earned bachelor's degree at a minimum, preferably a master's degree.

Salary is competitive and commensurate with qualifications and experience. Applications on both positions will be received through July 1, 1992 or until the positions are filled.

Please submit letter of application, vitae, graduate transcripts and three letters of reference to:

Dr. John B. Turner, President
Knoxville College
901 College Street
Knoxville, TN 37921

Knoxville College is an Equal Opportunity, Affirmative Action Employer.

State Employment and Training Services, 10 North Senate Avenue, Indianapolis, Indiana 46204, Attention: Marsha Richmond, L.D. Number 328822.

Research/Medical Sciences Research Associate. To perform studies on endocrine and ovarian cancers. Candidate must develop research plans, coordinate procurement of samples, identify and direct normal and neoplastic tissue samples from fresh hysterectomy specimens, prepare samples, and carry out histologic and biochemical determinations. Candidate will be required to make formal presentations of data collected to departmental faculty. Requirements: Master's degree in Medical Sciences or equivalent. Proof of training in appropriate endocrinology. Two years' experience in laboratory and clinical investigation of neoplastic diseases, including at least one year's experience with histologic analysis of mixed tumors; demonstrated knowledge of steroid hormone action (puberty and reproductive function). Send resume with Social Security number, references and copies of publications to:

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UNIVERSITY OF COLORADO SYSTEM

The University of Colorado consists of four campuses, located in Boulder, Denver, Colorado Springs and a Health Sciences Center in Denver. The University of Colorado System is currently seeking nominations and applications for the following two positions:

ASSOCIATE VICE PRESIDENT FOR FINANCE AND UNIVERSITY TREASURER

The Treasurer is an officer of the University appointed by the University Board of Regents, who reports to the Vice President for Budget and Finance.

The University System has a single treasury for managing the assets of its four campuses. The Treasurer is responsible for the aggressive cash management and investment policy; the core insurance programs including risk management; management of real assets; external and internal financing; determining and managing debt capacity; and general financial advice and analysis through membership on various University oversight and advisory boards. A high degree of personal and professional integrity is essential to this position.

Minimum qualifications include: A Bachelor's degree in finance, business or management, from an accredited college or university; a broad knowledge of public sector debt issues; proven experience in investment policy formulation and management; insurance management; public and/or private sector asset management; investments, debt insurance and management; and financial management.

Preferred qualifications include: Experience with major public or private university or large company treasury activities; advanced degree in business management or related field.

ASSISTANT VICE PRESIDENT / CONTROLLER SEARCH REOPENED

This position exercises functional control over each Campus Controller to assure that fiscal practices of the campuses are in compliance with University policy, the State Fiscal Rules, IRS regulations, Generally Accepted Accounting Principles and Practices and State legislative initiatives. The position reports to the Associate Vice President for Management Planning and interacts with other University administrative departments.

Minimum qualifications include: A degree in accounting, finance, business, management or computer science, from an accredited college or university; a current CPA certificate; an understanding of and experience in computerized General Ledger accounting systems and complex Consolidated Financial Statements preparation; minimum of five years' management level experience in accounting or finance with a proven ability to manage, coordinate, and train in a complex environment; ability to communicate effectively both orally and in written form.

Preferred qualifications include: Experience with a large research institution or public higher education; advanced degree in accounting or related field; knowledge of current tax laws applicable to non-profit organizations.

APPLICATION—Please send a current vita, a letter of application and the names, addresses and phone numbers of three references. Application materials must be postmarked no later than August 15, 1992. Send applications to:

For Treasurer's Position:
Search Committee for Assoc. VP/Treasurer
University of Colorado
Campus Box 25
Boulder CO 80309

For Controller's Position:
Search Committee for Asst. VP/Controller
University of Colorado
Campus Box 25
Boulder, CO 80309

The University of Colorado has a strong institutional commitment to the principle of diversity. In that spirit, we are particularly interested in recruiting applications from a broad spectrum of people, including women, members of ethnic minorities, and disabled individuals.

Senior Vice President for Finance and Administration (and Treasurer)

Butler University invites nominations and applications for the position of Senior Vice President for Finance and Administration, reporting directly to the President.

The University seeks an innovative executive with senior experience in independent higher education to join the President and the Provost in the operating executive group of the University. The functional portfolio includes finance, treasury, human resources, legal services, business services, facilities planning and plant maintenance, campus safety and auxiliary services. Specific competencies in the use of information technology in management and in quality improvement programs are expected. Importantly, the Senior Vice President will lead the resource allocation function for operating and capital requirements as part of the executive team.

Butler University provides the highest quality liberal arts and professional education in a suburban residential environment located seven miles from the heart of metropolitan Indianapolis. Butler is an institution well-positioned and directed toward the achievement of its tremendous potential. This officer will lead the development and deployment of the management framework that will enable officers, deans, faculty and staff to serve the teaching, service, and research functions of the University.

A philosophical commitment to independent higher education is necessary and a terminal degree would be of value, but not required. Compensation will match the expectations of the appropriate candidate.

The preferred starting date is as early in the fall of 1992 as possible. Nominations and applications should be directed to Dr. George Kaladin, GKA, Inc., Search Consultants, Senior Vice President Search, Butler University, 4600 Sunset Avenue, Indianapolis, Indiana 46208. Review of credentials will begin in mid-July.

Women and minorities are encouraged to apply. Butler University is an Equal Opportunity/Affirmative Action Employer.



Research/Medical Sciences Research Associate. To perform studies on endocrine and ovarian cancers. Candidate must develop research plans, coordinate procurement of samples, identify and direct normal and neoplastic tissue samples from fresh hysterectomy specimens, prepare samples, and carry out histologic and biochemical determinations. Candidate will be required to make formal presentations of data collected to departmental faculty. Requirements: Master's degree in Medical Sciences or equivalent. Proof of training in appropriate endocrinology. Two years' experience in laboratory and clinical investigation of neoplastic diseases, including at least one year's experience with histologic analysis of mixed tumors; demonstrated knowledge of steroid hormone action (puberty and reproductive function). Send resume with Social Security number, references and copies of publications to:

BULLETIN BOARD: Positions available

VICE PRESIDENT FOR ACADEMIC AFFAIRS

The University of Toledo invites nominations and applications for the position of Vice President for Academic Affairs.

Founded in 1872, The University of Toledo has been a member of the university system of the State of Ohio since 1987. It is also a member of the National Association of State Universities and Land Grant Colleges. The University of Toledo has an enrollment of 25,000 undergraduate and graduate students and employs approximately 1,400 full-time and part-time faculty members. The University consists of six undergraduate degree-granting colleges (Arts and Sciences, Business Administration, Education, Engineering, Pharmacy and Veterinary College), a Graduate School which grants doctorates in 21 disciplines and the College of Law, a Community and Technical College located on the Scott Park Campus and a Division of Continuing Education. Its 210 acre Bancroft Campus is located in a pleasant residential area on the western edge of the City of Toledo. It also has a convocation facility that is part of a recently completed Convention Center in downtown Toledo.

The Vice President for Academic Affairs will report directly to the President and will serve as Acting President in the President's absence. The Vice President for Academic Affairs is the chief academic officer of the University and is responsible for the direction of the University's instructional programs, administration of personnel and budgets in all academic areas, the maintenance of academic standards and the provision of strong academic and administrative leadership. The Vice President for Academic Affairs works closely with the Academic Deans and the leadership of the Faculty Senate.

Candidates for the position will be expected to possess an earned doctorate or other appropriate terminal degree; qualifications for a tenured faculty position in one of the University's academic departments; extensive academic administrative experience; a record of effective teaching; demonstrated scholarly achievement and a commitment to collegial and consultative management style. Salary and fringe benefits are competitive.

The Search Committee will begin to review applications on August 15, 1992. In order to ensure full consideration, nominations and applications should be received before that date. The position will remain open and applications will be reviewed on the 15th of each month until filled.

Interested persons should submit a letter indicating an interest in the position, a complete resume and the names, addresses and telephone numbers of at least five references.

Applications and nominations should be sent to: Dr. David Meabon, Vice President for Student Affairs, The University of Toledo, Toledo, OH 43606-3390.



The University of Toledo is an Equal Opportunity/Affirmative Action Employer.

EXECUTIVE DIRECTOR OF DEVELOPMENT

Southwest Texas State University is a comprehensive state-assisted university with 21,000 undergraduate and graduate students and 50,000 alumni of record. Located in San Marcos in the Texas hill country, the university is within an hour's drive of Austin and San Antonio.

SWT seeks an experienced individual to lead its development office. Candidates should have:

- At least five years' experience in university fund raising, including annual fund, major gifts, and capital campaign experience.
- A record of accomplishment in all phases of prospect identification, cultivation, and solicitation of individuals, corporations, foundations; stewardship; research and records; large database; proposal writing; recruitment and training of volunteers.
- Salary range mid-fifties.
- Bachelor's or higher level degree.
- Strong interpersonal and communication skills.
- Outstanding ability to write, edit, and prepare materials for presentation.

The Executive Director of Development reports to the Vice President of University Advancement and supervises a small development and clerical staff. The Executive Director will coordinate development planning and support as the University moves toward its first capital campaign.

Please send resume and cover letter before June 26, 1992, to:

Executive Director of Development Search Committee
Personnel Office
Southwest Texas State University
San Marcos, Texas 78666



Research/Medical Sciences Research Associate. To perform studies on endocrine and ovarian cancers. Candidate must develop research plans, coordinate procurement of samples, identify and direct normal and neoplastic tissue samples from fresh hysterectomy specimens, prepare samples, and carry out histologic and biochemical determinations. Candidate will be required to make formal presentations of data collected to departmental faculty. Requirements: Master's degree in Medical Sciences or equivalent. Proof of training in appropriate endocrinology. Two years' experience in laboratory and clinical investigation of neoplastic diseases, including at least one year's experience with histologic analysis of mixed tumors; demonstrated knowledge of steroid hormone action (puberty and reproductive function). Send resume with Social Security number, references and copies of publications to:

CHIEF FINANCIAL OFFICER Wayland Baptist University

Wayland Baptist University, an institution of approximately 2,300 students located on the High Plains of West Texas, seeks qualified applicants for the position of Chief Financial Officer. The successful candidate will have knowledge of fund accounting; budget preparation; projection and management; encumbrance accounting; investments and endowment management; internal auditing; cash flow control and projection; accreditation procedures within the Southern Association of Colleges and Schools financial section; and the overall business environment of a not-for-profit university. The successful candidate will also have comprehensive knowledge of computer applications, both PC and mainframe, B.B.A. required, M.B.A. and/or C.P.A. preferred. Applicants must have 3-5 years of experience. The Chief Financial Officer reports to the Vice President for Administration and External Programs. Submit application, vita, and names of three references to: Dr. Bill Hardage, WBU Box 574, Plainview, TX 79072. Applications will be accepted through July 3 or until position is filled.

Research/Medical Sciences Research Associate. To perform studies on endocrine and ovarian cancers. Candidate must develop research plans, coordinate procurement of samples, identify and direct normal and neoplastic tissue samples from fresh hysterectomy specimens, prepare samples, and carry out histologic and biochemical determinations. Candidate will be required to make formal presentations of data collected to departmental faculty. Requirements: Master's degree in Medical Sciences or equivalent. Proof of training in appropriate endocrinology. Two years' experience in laboratory and clinical investigation of neoplastic diseases, including at least one year's experience with histologic analysis of mixed tumors; demonstrated knowledge of steroid hormone action (puberty and reproductive function). Send resume with Social Security number, references and copies of publications to:

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VICE PRESIDENT FOR DEVELOPMENT Greater Los Angeles Zoo Association (GLAZA)

GLAZA is seeking a Vice President for Development who will serve as the Association's chief fund-raising officer.

About GLAZA: GLAZA is a multi-faceted organization which supports the Los Angeles Zoo and helps protect the world's increasingly fragile ecosystem through international conservation programs, behavioral research studies, and educational exhibits and programs which inspire people to value the existence of all animals. The Zoo is located adjacent to Griffith Park in Los Angeles, California.

About the Position: Reporting to the position are the Directors of Major Gifts, Corporate & Foundation Relations, Membership Recruitment and Services, the Executive Director of Development. The position reports to the President of GLAZA.

Qualifications: Preferred are 8-10 years of fund-raising experience with demonstrated competence in direct solicitation, management of staff, work with volunteers and successful service in organizations and positions of comparable scope and complexity. In particular, in organizations which represent a joint public/private partnership. Capital campaign experience and knowledge of fund raising in zoological organizations is desirable. A bachelor's degree or further education is also desirable.

Address expressions of interest and resumes to GLAZA's consultant:

Dr. Ira W. Krasinsky or Ms. Paula Carabell
Ira W. Krasinsky & Associates
Post Office Box 93127
Pasadena, California 91109-3127
Attn: GLAZA/VFPD

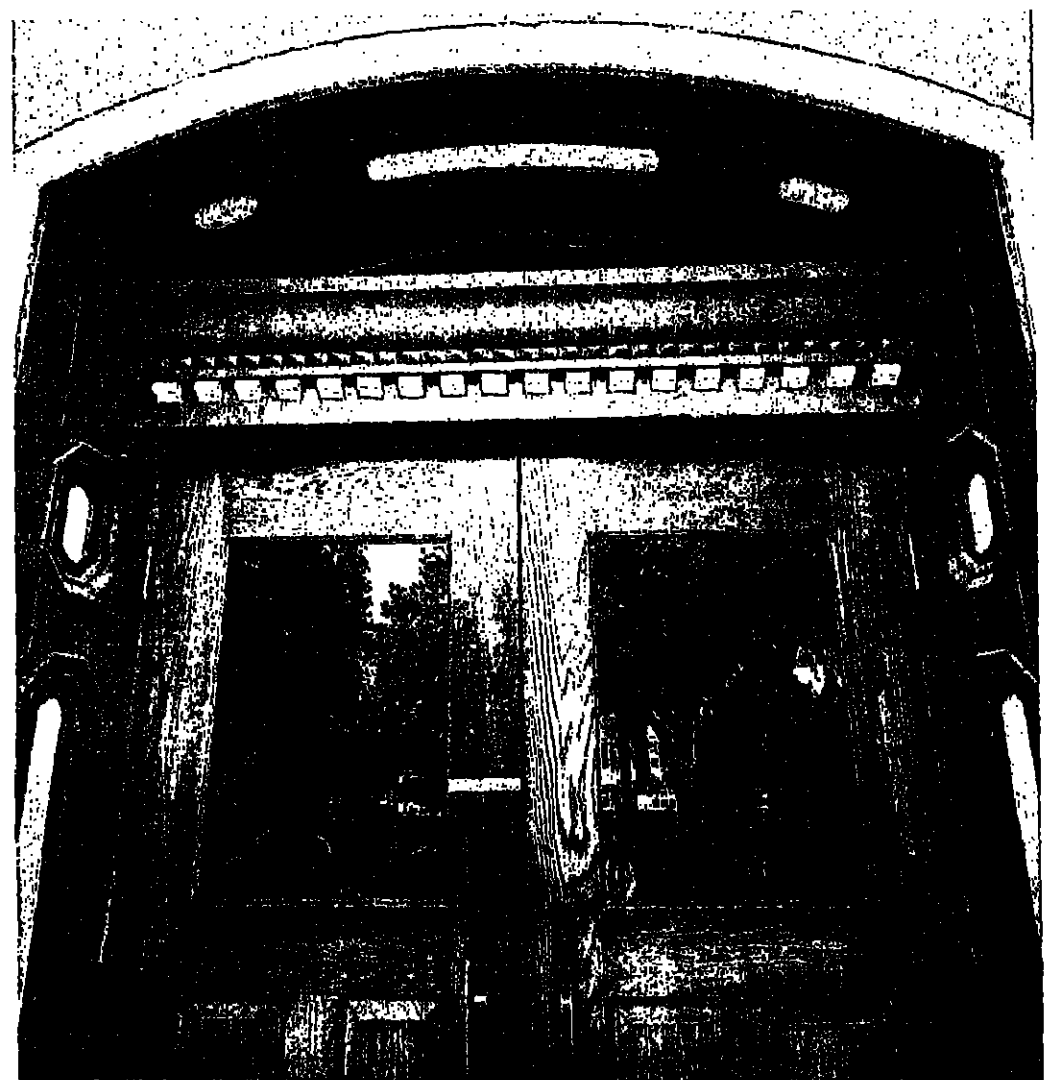
EO/AA Employer

Research/Medical Sciences Research Associate. To perform studies on endocrine and ovarian cancers. Candidate must develop research plans, coordinate procurement of samples, identify and direct normal and neoplastic tissue samples from fresh hysterectomy specimens, prepare samples, and carry out histologic and biochemical determinations. Candidate will be required to make formal presentations of data collected to departmental faculty. Requirements: Master's degree in Medical Sciences or equivalent. Proof of training in appropriate endocrinology. Two years' experience in laboratory and clinical investigation of neoplastic diseases, including at least one year's experience with histologic analysis of mixed tumors; demonstrated knowledge of steroid hormone action (puberty and reproductive function). Send resume with Social Security number, references and copies of publications to:

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BAKER UNIVERSITY, PHOTOGRAPH BY SAM MILLER

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BULLETIN BOARD: Positions available

VICE CHANCELLOR FOR FACULTY AND STAFF RELATIONS

The City University of New York

The City University of New York invites applications and nominations for the position of Vice Chancellor for Faculty and Staff Relations.

The City University of New York, the nation's leading urban university, is a multi-campus, multi-ethnic, publicly-funded system, comprising nine senior colleges, seven community colleges, a technical college, a graduate school, a law school, a school of biomedical education, and an affiliated medical school. More than 200,000 students are enrolled in academic programs, ranging from the associate to the doctoral degree, offered at campuses located throughout the five boroughs of New York City. The City University of New York has a full- and part-time staff of 26,000, including about 17,000 instructional staff, of whom approximately 6,200 hold faculty rank. Ninety-eight percent of University employees are represented by unions, with instructional staff represented by the Professional Staff Congress/CUNY (an AALP and AFT affiliate), and the classified staff represented by a dozen unions, including District Council 37 (AFSCME), Local 237 (IBT), and locals of the SEIU, IATSE, and various craft unions.

The Vice Chancellor for Faculty and Staff Relations is the University system's senior administrator for personnel issues and its chief labor relations officer. In consultation with a broad range of University constituencies, he or she is responsible for monitoring and evaluating policy regarding faculty and staff relations at the twenty campuses and professional schools, and developing, interpreting, and implementing personnel policy for the Chancellor, the Board of Trustees, and the Presidents. The Vice Chancellor serves as the Chancellor's representative in all internal and external negotiations regarding instructional and non-instructional personnel matters, including negotiating bargaining agreements. The Vice Chancellor's responsibilities also include strengthening and implementing policies that enhance the City University's commitment to equal opportunity for its faculty and staff.

The Vice Chancellor for Faculty and Staff Relations supervises a staff of approximately forty employees. is a member of the Chancellor's Cabinet, serves as one of 11 trustees of the PSC-CUNY Welfare Fund, and serves as staff to the Board of Trustees' Committee on Faculty, Staff, and Administration. Members of the Office of Faculty and Staff Relations meet regularly with such campus groups as Labor Designees, Affirmative Action Officers, and Personnel Directors.

Leading candidates will typically have:

- A demonstrated commitment to access and excellence and to urban, public higher education in a multi-cultural, multi-ethnic city;
- A demonstrated commitment to equal employment opportunity, affirmative action, and the promotion of cultural pluralism;
- A law degree, an earned doctorate, or a terminal degree in an appropriate field is desirable;
- A record of significant leadership managing professional and staff relations in a complex organization, with substantial experience in and knowledge of collective bargaining, pension, health, and welfare benefits, and government regulations regarding affirmative action guidelines;
- An ability to work effectively and collegially with a range of University constituencies; and
- Excellent writing and speaking skills.

The position is available on completion of the search. The review of applications will begin on August 28, 1992, and will continue until an appointment is recommended. Salary is \$99,750 per annum. The City University of New York, an Equal Opportunity/Affirmative Action Employer with a strong commitment to racial, cultural, and ethnic diversity, actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.

Applications: Applicants should send (1) a letter expressing their interest in the position, (2) their curriculum vitae, and (3) the names, titles, addresses, and telephone numbers of five references (references will not be contacted without the applicant's prior permission).

Nominations: Nominators should send a letter of nomination and, if possible, the nominee's curriculum vitae.

Applications and nominations should be sent to:
 President Augusta Souza Kappner, Chairperson
 Search Committee for a Vice Chancellor for
 Faculty and Staff Relations
 The City University of New York
 535 East 80th Street, Room 110
 New York, NY 10021

Additional Information: Please call Dr. Brenda Spatt, Associate Dean for Executive Search and Evaluation, at (212) 794-5740; Fax: (212) 794-5586. All inquiries, nominations, and applications will be held in strictest confidence.



ASSISTANT VICE PRESIDENT Facilities Planning & Management

Wayne State University is an urban research institution with over 100 buildings situated on approximately 185 acres in Detroit, Michigan. WSU is seeking an experienced facility manager for the position of Assistant Vice President for Facilities Planning and Management.

The Assistant Vice President directs planning efforts including budgeting, capital project requests, architect selection, design supervision, campus planning and interior design, plus physical plant operations including construction, rehabilitation, maintenance, custodial and grounds. Wayne State University is a leader in recognizing and funding deferred maintenance needs.

The facilities workforce consists of 150 employees represented by 8 unions. The Assistant Vice President reports directly to the Senior Vice President for Administration and Finance.

A bachelor's degree in architecture or engineering, five to seven years of applicable managerial experience in the public sector, and professional registration are required. An advanced degree in engineering or architecture, university experience, and demonstrated success in a unionized environment are desirable.

Salary and benefits are attractive. Position available July 15, 1992. Please send resume and salary history to the address listed below:

Wayne State University
 Employment Services
 100 Antoinette, Room 263
 Detroit, MI 48202

Wayne State University is an affirmative action, equal opportunity employer.

Residence Life Hall Manager, Housing and Facilities: The New Mexico State University, Las Cruces, NM, is seeking a Hall Manager for the University's new 933 Double House, a new 100-unit residence hall. The Hall Manager has overall responsibility for the hall's operational management, including student orientation, supervision of staff, and maintenance. Duties include staff supervision, budgeting, and reporting. The position is a full-time position and will be filled by July 1, 1992. The successful candidate will have a bachelor's degree and one year's experience in college or university housing.

Comparable experience will be considered. Resumes should be sent to: Director of Residence Life, New Mexico State University, 933 Double House, Las Cruces, NM 88003. The position is a full-time position and will be filled by July 1, 1992. The successful candidate will have a bachelor's degree and one year's experience in college or university housing.

Residence Life Urban University: is currently in search of a director of residence life. The candidate should possess strong leadership and interpersonal skills, master's degree in student personnel administration and experience in residence life. This is a full-time position. Resumes should be directed to John Tuma, Dean of Students, Urban University, Urbana, Ohio 43080, by June 30, 1992.

Residence Life Area Coordinator, Illinois College, Illinois: The Area Coordinator is responsible for the overall administration of the student development and housing components of a residence hall. Specific duties include the coordination of Hall Councils and programmatic efforts; enforcement of college regulations; administration of area operations, budgets, and room assignments; personnel counseling; coordination of an area office; provision of leadership to student personnel staff; and the chairing of a department-wide committee. In addition, the Area Coordinator will be responsible for the supervision of a staff of student personnel. The position is a full-time position and will be filled by July 1, 1992. The successful candidate will have a bachelor's degree and one year's experience in college or university housing.

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VICE PRESIDENT FOR ACADEMIC AFFAIRS

Centenary College
 Hackettstown, New Jersey

Centenary College invites applications for the position of Academic Vice President. As the chief academic officer, the VPAA reports directly to the President and oversees all academic and related programs at the College.

THE POSITION: Besides supervising the teaching faculty, the VPAA oversees the operations of the library, the Academic Skills Center and the Computer Center. He/she serves with other senior management on the President's Executive Staff. The Academic Vice President also serves regularly on important standing and ad hoc college committees and works closely with the Vice President for Enrollment Management.

THE COLLEGE: Centenary is celebrating its 125th year as the only baccalaureate institution in northern New Jersey. Serving a diverse population of ca. 1,000 full and part-time students, the College offers 20 majors in both the traditional liberal arts and career fields. The campus is located in the scenic foothills of the Pocono Mountains in a residential town that is 60 minutes from New York City and 90 minutes from Philadelphia. The College also owns and operates for its nationally famous Equine program a 68-acre equestrian facility.

QUALIFICATIONS:

- An earned Doctorate
- A record of both scholarly achievement and teaching success
- Proven ability to lead effectively, take the initiative, and produce results
- Capacity and enthusiasm to direct an academic program with both traditional and innovative components

PROCEDURE: The screening process will begin July 1. Applications will be accepted until the position is filled. Since the review process will be rigorous, candidates are encouraged to submit a full dossier with references to accompany their vitae. Candidates are particularly encouraged to submit one piece of supplementary material which demonstrates either their particular or additional qualifications for the position — e.g., a statement of academic philosophy, description of any additional skills of institutional importance (grant writing, strategic planning, etc.), a brief sample of publication, etc. Salary commensurate with ability and experience; excellent fringe benefits. Starting date negotiable.

Send all material to: Dr. John A. Shayner, Executive Assistant to the President, Centenary College, 401 Jefferson Street, Hackettstown, NJ 07840.

Affirmative Action/Equal Opportunity Employer

WILLIAM RAINY HARPER COLLEGE

Vice President of Academic Affairs

25 Years of Excellence

William Rainey Harper College is a comprehensive two-year community college located in Chicago's northwest suburbs. Harper College opened its doors in 1967 with an enrollment of approximately 1,700 students. Harper is celebrating its 25th anniversary with more than 27,000 students of all ages participating in credit, continuing education, and extension courses at the Harper campus and other locations throughout the district. In meeting the varied and changing educational needs of district residents, Harper College continues to be a dynamic institution, a community college in the truest sense of the term. Career opportunities are available at Harper College for individuals who have a commitment to the very highest standards in education.

We are currently seeking candidates for the Vice President of Academic Affairs. This position plans, coordinates and directs the overall functions of the Academic Affairs area in accordance with the Board of Trustees' policy and as required by law. Areas of responsibility include six academic divisions, the learning resources center, corporate services, and community and program services.

Candidates should possess an earned doctorate in an appropriate field, along with successful experience in college level teaching and demonstrated accomplishments as an academic administrator, preferably in a community college of comparable size and scope. Start date preferably in September 1992 or as mutually determined.

Formal application, letter expressing interest in the position, along with current resume and three letters of recommendation should be received by July 31, 1992.

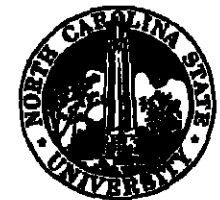
Send all application materials to:

Patricia Arlio
 Executive Assistant to the President
 William Rainey Harper College
 1200 W. Algonquin Road
 Palatine, IL 60067-7988

William Rainey Harper College is an Equal Opportunity Employer. Women, minorities and persons with disabilities are encouraged to apply.

See documents for Professor James McIntyre, Department of German and Russian, College College, Waterville, Maine 04091. Review of applications will begin June 29 and continue until the position is filled. Centenary College is an AA/EEO employer and encourages applications from women and minorities.

Skills Center Please see regular classified advertisement under Academic Support BSL, Baker University.



PROVOST

North Carolina State University

North Carolina State University invites applications and nominations for the position of Provost. The Provost is the chief academic officer.

UNIVERSITY: NCSU is a Research University I and part of the Research Triangle. Sharing the distinctive character of land-grant universities, it is prominent as a national center for research, teaching and extension. It offers degree programs through the Colleges of Agriculture and Life Sciences, Education and Psychology, Engineering, Forest Resources, Humanities and Social Sciences, Physical and Mathematical Sciences, Textiles, Veterinary Medicine, and its School of Design. A College of Management is proposed to open July 1, 1992. These colleges and schools offer baccalaureate degrees in 89 fields, master's degrees in 80 fields, and doctoral degrees in 51 fields. As the state's largest academic institution, it enrolls over 27,000 students, conferred more than 4,500 degrees in 1991, and has a total operating budget of over \$475 million. Students at the University come from 36 states, three U.S. territories, and more than 90 foreign countries.

The University has approximately 3,000 faculty and other professional personnel. Distinguished faculty include members of the National Academy of Science, the National Academy of Engineering, and a number of international academics. Recognized as one of the nation's leading universities in science and technology, the University is ranked 6th among all universities in industry-funded research and 36th in total expenditures for research and development, and its library is a member of the Association of Research Libraries. NCSU hosts more than 35 interdisciplinary research and technology transfer programs, including the newly established Mars Mission Research Center, NSF Center for Advanced Electronic Materials Processing, Center for Accessible Housing, Center for Integrated Pest Management, and the Precision Engineering Center.

NCSU is expanding its research and teaching capabilities as the new 1,000-acre Centennial Campus development will be a model for the modern research university, an academic city. The architectural building blocks will be 12 mixed-use clusters containing laboratories, classrooms, residential facilities, plazas, and courtyards. The configuration is designed to foster multidisciplinary research and to promote creative interaction between NCSU scientists, students, and researchers and entrepreneurs from the private sector.

NCSU passed a milestone in its history when it recently established the first \$1 million endowed professorship. Since that time NCSU has received gifts to create more than \$1 million professorships. In 1991-92 NCSU received more than \$45 million in private sector support. This level of support provides the University with great confidence as it completes a second capital campaign of approximately \$230 million in 1993.

RESPONSIBILITIES: The Provost, as the principal academic officer, reports to the Chancellor and is responsible for the development of all academic programs and policies in the academic divisions of the University. The Provost works closely with, and receives advice from, the Deans of the schools/colleges, Faculty Senate, Vice Chancellors, and appropriate University standing committees. The Provost will be responsible for developing conditions for teaching, research, and extension activities which are used to establish funding priorities. The Provost is responsible for the formulation of the annual budget, biennial budget request priorities, and space allocation and planning among the academic divisions of the University. The Provost is expected to demonstrate vision and creativity in planning and implementing academic programs and in working with faculty, students, and staff to articulate the academic philosophy and intellectual and ethical values of the University.

QUALIFICATIONS: The individual must be a scholar and have academic credentials that merit appointment as a full professor with tenure. Minimum qualifications include an earned doctorate or a requisite terminal degree in the applicant's area of study; distinguished record as a faculty member, including teaching and sustained scholarly activity; successful administrative experience, including budget formulation and allocation; understanding of the goals and mission of a public research university; and a dedication to equal opportunity. Experience in a significant leadership role at a research university is desirable.

APPLICATIONS: Salary and benefits are competitive and commensurate with experience and qualifications. Applicants should submit a letter of interest and a detailed curriculum vitae. Nominations and applications will be accepted until September 1, 1992 or until a suitable candidate is found with interviews to begin in the fall. The position is expected to be filled by July 1, 1993. All correspondence should be mailed to: John T. Kanipe, Jr., Executive Secretary, Provost Search Committee, North Carolina State University, Box 7010, Raleigh, NC 27697-7010. Phone: 919/515-2200, fax: 919/515-7740. The search committee is being assisted by Dr. John H. Kuhse of Korn/Ferry Inc., phone: 202/822-9444. NCSU is dedicated to affirmative action and equal opportunity and does not condone discrimination in any form.

Social Sciences: Director, Division of Social Sciences, Tallahassee Community College. Candidates are being sought for the position of Director of the Division of Social Sciences (vacancy number B2501). Candidates must have the minimum of a Master's degree from a regionally accredited institution with a major in one of the social sciences disciplines (Political Science, Economics, Geography, History, Political Science, Psychology, or Sociology). A minimum of five (5) years of successful full-time postsecondary teaching experience is required. Three (3) additional years of successful administrative experience is also required. Community college experience is preferred. This is a full-time position with a salary that is competitive and commensurate with experience and qualifications. Please submit a letter of application, current resume, and official or unofficial transcripts. Also include a list of references, addresses, and phone numbers of three references. All paperwork must be received by or postmarked no later than Thursday, June 15, 1992. Personnel Office, Tallahassee Community College, 444 Adams Boulevard, Tallahassee, Florida 32304-2995; (904) 922-2600. Send letter of application and resume to: Social Sciences Search Committee, P.O. Box 1000, Tallahassee, Florida 32304-2995. Equal Opportunity, Affirmative Action Employer. Minorities and women are encouraged to apply.

Social Work: Delaware State College—Assistant Professor. Nominations and applications are requested for one position in the Department of Social Work. Preferred areas of teaching: (1) principles and HBSE foundation courses and (2) mental health, personality, school social work, families and health in the products program. An earned doctorate in social work or a related field, 2+ years of post-graduate experience, and demonstrated competence in teaching at the BSW and MSW level preferred. Applicants should submit a letter of application, resume, and three references to Search Committee Chair, Department of Social Work, School of Professional Studies, Delaware State College, P.O. Box 1000, Delaware, Delaware 19703. The position will remain open until filled. Delaware State College is an equal opportunity employer.

Sociology: August 1, 1992, tenure-track, assistant professor. Earned doctorate in sociology. This is a teaching position with three letters of reference, and transcripts to other faculty. Send letter of application, resume, and three references to: Dr. David L. Chaffey, Vice President for Academic Affairs, Grand Canyon University, Phoenix, Arizona 85004. EOE/AA.

Special Education: One Learning Disabilities Specialist, one SPED specialist, and one SPED Director level position. August 1, 1992. For more information, call (205) 331-0100. For further information, call (205) 331-0100, extension 238. Tallahassee College is an equal opportunity employer.

Speech: Speech Community College is looking for a non-tenure track, full-time, assistant professor. The position involves teaching and supervising students in the field of speech and hearing. The position is located in the Speech and Hearing Department, Community College of Baltimore County, Baltimore, Maryland. For more information, call (410) 326-1000. EOE/AA.



VICE PRESIDENT FOR UNIVERSITY RELATIONS Florida State University

Nominations and applications are invited for the position of Vice President for University Relations.

The Florida State University is a public, fully accredited, coeducational institution of the nine-member State University System of Florida, located in Tallahassee, Florida's capital city. It is a comprehensive, graduate-research university offering undergraduate, graduate, advanced graduate, and professional programs of study, conducting extensive research, and providing service to the public. Its primary role is to serve as a center for advanced graduate and professional studies while emphasizing research and providing excellence in undergraduate programs.

The Vice President provides executive leadership for the University's governmental relations at the local, state and federal levels, private fund-raising activities, and the development of policies and procedures to facilitate the general advancement of the University. The Vice President oversees the work of the Office of Governmental Relations, and together with the appropriate boards, oversees the direct support organization of the University including the Florida State University Foundation, the FSU Alumni Association, and the Seminole Boosters.

The Vice President interprets, promotes, and advocates the work of the University to the several constituencies and facilitates the responses of the University to the expressed interests, needs and concerns of those groups. The incumbent also works with officers of other colleges and universities in both the public and private sectors and maintains close relationships with the University System Office, the other institutions in the State University System of Florida and the Florida public community colleges to achieve state-wide goals and objectives.

The successful candidate must have an established record of success in higher education administration or other comparable professional experience which demonstrates leadership in policy formulation, governmental relations, fund raising and the coordination of separate operational units. He or she must also demonstrate an ability to delegate responsibility and authority, to supervise professional staff, and to inspire others to creative and effective performance. The Vice President must also have an appreciation for the teaching, research and service missions of the University, a sensitivity to the diversity of the University community, and a commitment to supporting affirmative action.

Salary is competitive and commensurate with experience and credentials. In addition, Florida State University offers an attractive benefits and retirement package. Nominations and applications should be sent to:

Professor Leo Sandron, Chair
Search Committee for University Relations
President's Office, R-10, 2nd Westcott Building
Tallahassee, Florida 32306
(904) 944-1002

Nominations should be received by June 22, 1992. Completed applications, consisting of a letter of application, a resume and four letters of reference, must be received no later than June 18, 1992.

The "Government in the Sunshine" laws of the State of Florida require that all documents related to the search process, including letters of nomination and application be available for public inspection. All meetings of the Search Committee will be open to the public.

The Florida State University is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

Provost and Vice Chancellor for Academic Affairs

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

The University of Tennessee at Chattanooga (UTC), a comprehensive metropolitan institution, invites nominations and applications for the position of Provost and Vice Chancellor for Academic Affairs.

UTC is one of four primary campuses of the University of Tennessee, one of the oldest land-grant universities in the nation. Since its founding as Chattanooga University in 1880, The University of Tennessee at Chattanooga has developed a commitment to excellence which reflects an unusual blend of the private and public traditions of American education. In 1969, the University of Chattanooga and Chattanooga City University merged to form the University of Tennessee at Chattanooga, creating the only publicly owned metropolitan institution serving Southeastern Tennessee. The University's wide range of academic programs and is currently valued at more than \$55 million.

The University's wide range of academic programs (40 majors with 88 program concentrations) and master's (15) majors with 46 program concentrations) has resulted in an enrollment of approximately 8,000 students. The student body is representative of the state and includes students from 36 states (800 students), and 40 foreign countries (125 students). Presently, 285 faculty and 144 part-time faculty comprise the teaching staff, and for 1991-92 the total University budget will approach \$50 million.

The Provost and Vice Chancellor, who reports directly to the Chancellor and serves as Acting Chancellor in his absence, is responsible for providing leadership and guidance for all academic and academic support areas of the University. As the University's chief academic officer, the Provost and Vice Chancellor has academic quality, an environment conducive to collegiality, diverse views, and open discussion and appreciation and respect for ethnic, cultural, and social diversity.

Currently reporting to the Provost and Vice Chancellor for Academic Affairs are the deans of Admissions and Records, Arts and Sciences, Business Administration, Continuing Education, Engineering, Health and Human Services, Law, and the deans of the Schools of Education, Graduate Studies, and Professional Studies. Academic Affairs also encompasses several support units such as academic planning and administrative computing, grants and contract administration, and institutional research.

Candidates for the position must possess an earned doctorate in a recognized academic discipline, a proven record of broad, progressive, and substantive administrative experience in higher education, and a strong commitment to teaching, research and creative activities, and public service is expected. Salary is commensurate with qualifications and experience.

Nominations and applications including resume and at least three letters of reference should be submitted to:

Dr. Donald S. Klinefelter
Chair, Search Committee
Office of the Chancellor
The University of Tennessee at Chattanooga
Chattanooga, TN 37403

Review of applications will commence on August 15, 1992.

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

3100. For further information, call (205) 331-0100, extension 238. Tallahassee College is an equal opportunity employer.

Speech: Speech Community College is looking for a non-tenure track, full-time, assistant professor. The position involves teaching and supervising students in the field of speech and hearing. The position is located in the Speech and Hearing Department, Community College of Baltimore County, Baltimore, Maryland. For more information, call (410) 326-1000. EOE/AA.

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CLARKSON COLLEGE Education for the Future

Clarkson College, a private coeducational institution offering health science programs delivered to over 700 students via both on-site and distance education modes, is seeking creative, energetic and dedicated professionals for the following positions:

VICE PRESIDENT FOR STUDENT AFFAIRS
The Vice President for Student Affairs is a major participant in college-wide decision-making, reporting directly to the President. The Vice President is responsible for programs and services for the enrollment and retention of students and for ensuring the quality and character of student college life.

Qualifications: Bachelor's degree with a focus on student development, 15 years of administrative experience, knowledge of the roles and responsibilities of registration and records, financial aid, enrollment management, and residence life. Candidates should have a record of programmatic innovation and institutional problem-solving, and a familiarity with higher education issues.

DEAN OF PROFESSIONAL DEVELOPMENT
The Professional Development Division is one of four divisions reporting to the Vice President for Academic Affairs. In addition to professional advancement programming, the division plans and implements all corporate staff development activities for Clarkson Hospital.

Qualifications: Doctorate in educational administration or related field with considerable experience in continuing education programming. The candidate should demonstrate effective managerial, interpersonal and communication skills.

INSTRUCTIONAL TECHNOLOGIST
The Instructional Technologist reports directly to the Vice President for Academic Affairs and is responsible for moving the College forward in the use of technological support of educational delivery and research endeavors. Of prime importance are efforts of the College to serve distant students via non-time and non-place dependent delivery.

Qualifications: Masters degree with an emphasis on educational technology, a good understanding of the role of computers in the educational process and the use of related delivery technologies, and ability to work well with faculty, students and administration.

GENERAL INFORMATION
Salary: For each position, salary is competitive and consistent with the level of experience.

Applications: Interested applicants should submit a letter of application, resume and references before July 15, 1992 to:

Office of the President
Clarkson College
101 South 4th Street
Omaha, NE 68111-2715
800 647-1500

An Equal Opportunity/Affirmative Action Employer

THE UNIVERSITY OF CHICAGO

Associate Vice President

The University of Chicago seeks a seasoned science administrator familiar with basic science research to serve as liaison between the University and the Argonne National Laboratory, a multipurpose research laboratory it operates under contract with the U.S. Department of Energy.

The Associate Vice President must have the capacity to work collaboratively and collegially with University administration and faculty, the Argonne Board of Governors, the senior management of the Laboratory, the Department of Energy and other government, laboratory and industrial organizations. As an advocate for the University's interest, the Associate Vice President will be the liaison among these groups and keep the Board and other University officials apprised of any significant issues that may affect the Laboratory's operations. The Associate Vice President must have a strong background in technical and policy expertise to the Board's deliberations. The Associate Vice President also has the opportunity to be an advisor and consultant to the Laboratory's senior management.

The ideal candidate for this position must have excellent interpersonal and organizational skills. Significant university experience, particularly in senior administrative roles, is preferred. The person must be familiar with national science policy issues and have the ability to interact with leaders in research, universities, industry and government. An intimate understanding of the physical sciences, particularly related to energy, is essential. A Ph.D. in a related field is preferred. Experience with federal contract and oversight procedures, especially with the DOE, is preferred. Women and minority candidates are especially encouraged to apply.

All inquiries, referrals and resumes should be submitted to: David Walsh, Vice President, Argonne, Miller, Inc., 334 Boylston St., Suite 500, Boston, MA 02116; phone (617) 262-4500.

An Equal Opportunity, Affirmative Action Employer

THE UNIVERSITY OF CHICAGO

3100. For further information, call (205) 331-0100, extension 238. Tallahassee College is an equal opportunity employer.

Speech: Speech Community College is looking for a non-tenure track, full-time, assistant professor. The position involves teaching and supervising students in the field of speech and hearing. The position is located in the Speech and Hearing Department, Community College of Baltimore County, Baltimore, Maryland. For more information, call (410) 326-1000. EOE/AA.

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PRESIDENT

North Georgia College

Dahlonega, Georgia
A Senior Unit of the University System of Georgia

The Board of Regents of the University System of Georgia and the Presidential Search and Screen Committee of North Georgia College invite applications and nominations for the position of President. The President reports to the Chancellor of the University System of Georgia and serves as the chief executive officer responsible for managing all facets of the college. The position will be available on March 15, 1993 or as soon thereafter as possible.

Established in 1873, North Georgia College is a co-educational, liberal arts institution, which is designated a Military College by the Department of the Army. Commuter students and females are under no military obligation. Approximately 50% of undergraduate students are dormitory residents. The college has approximately 2,250 undergraduate and 350 graduate students and offers four baccalaureate degrees in 34 academic majors as well as two master's degrees. The college has been experiencing consistent growth in enrollment, over 38% in ten years. The continuing education program enrolls an additional 2,800 participants each year.

North Georgia College is situated on a 120-acre campus and possesses 331 acres of nearby property, most of which is used for recreational purposes. Dahlonega, with a population of approximately 5,000 people, is located in the foothills of the Blue Ridge Mountains, only 7 miles from a National Forest. Rated for its quality-of-life, the Dahlonega area has ready access (one hour drive) to metropolitan Atlanta. North Georgia College has earned an excellent academic reputation on the basis of: average freshmen SAT scores in the top 4 of 34 state institutions (first among the senior colleges), the highest retention rate of any school in the University System, 120 full military scholarships, a 121 member faculty (73 with Doctorates) and 4 endowed chairs. The college is supported by an active alumni association, an award-winning Student Government Association, and a strong Foundation. North Georgia College is accredited by the Southern Association of Colleges and Schools, the National Council for Accreditation of Teacher Education, and the National League for Nursing.

Among the qualifications and abilities desired in Presidential candidates are the following:

- An earned doctorate or appropriate terminal degree
- Teaching, research, and administrative experience at the college or university level equivalent experience considered
- Evidence of skills in financial management, long-range planning, and resource development
- A commitment to North Georgia College, and its academic, military, and service components
- Intellectual and emotional commitment to the college and its community
- Demonstrated leadership and communication skills

Nominations are encouraged and should include current titles and addresses of nominees. Nominations should be postmarked no later than October 15, 1992. Applications should include a resume and the names, addresses and telephone numbers of at least five references. Applications must be postmarked no later than October 31, 1992. Letters of nomination and applications should be mailed to the following address:

Dr. Thomas Fox, Chair
Presidential Search and Screen Committee
North Georgia College
Dahlonega, Georgia 30597

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CHANCELLOR

UNIVERSITY OF CALIFORNIA SAN FRANCISCO

The President and The Regents of the University of California invite nominations and applications for the position of Chancellor of the San Francisco campus. The appointment will be effective July 1, 1993.

The University of California, San Francisco, is one of the nine campuses of the University, and the only one devoted solely to the health sciences. It is one of the world's foremost health sciences universities. Its schools of Dentistry, Medicine, Nursing, and Pharmacy are nationally recognized. The University has advanced professional degrees and doctoral degrees in the basic natural and behavioral sciences relevant to health. The campus is a major clinical and research center for cancer treatment, transplantation, AIDS, pediatric specialties and for research in the basic biomedical sciences. The 1991-92 student enrollment is approximately 3,760; faculty and staff number about 16,000. The campus annual budget is approximately one billion dollars.

There are three general acute-care hospitals, an Ambulatory Care Center, and the Langley Porter Psychiatric Institute which is devoted to psychiatric patient care, teaching and research. In addition, the campus has affiliated programs in some 150 institutions throughout California.

The Chancellor is the chief executive officer of the campus and is responsible to the President. Within the scope of University policy the Chancellor exercises very broad delegated powers and is responsible for all aspects of campus administration. Candidates should have demonstrated experience in the administration of substantial organizations, preferably research universities, and should have a strong scholarly record. Applications, accompanied by current resumes, and nominations may be addressed to:

The President
Attn: Search B
300 Lakeside Drive
University of California
Oakland, California 94612-3860

And should be received no later than July 8, 1992, to be given full consideration.

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THE UNIVERSITY OF CALIFORNIA

3100. For further information, call (205) 331-0100, extension 238. Tallahassee College is an equal opportunity employer.

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UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Chancellor

The Board of Trustees and the Chancellor Search Committee invite nominations and applications for the position of Chancellor of the University of Arkansas at Little Rock.

Established in 1927, the University of Arkansas at Little Rock is the state's major metropolitan university which serves approximately 12,000 students with degree programs from the associate to doctoral level. Little Rock is in central Arkansas with a population of 500,000 persons, and is the state's largest city as well as its state capital.

The Chancellor is the chief executive officer of the university and reports to the President of the University of Arkansas System, composed of four academic campuses at Little Rock, Fayetteville, Monticello, and Pine Bluff, a medical sciences campus in Little Rock, a division of agriculture, and an archeological survey.

The successful candidate should have an earned doctorate or terminal degree in an academic or professional field, a background that demonstrates a progression of administrative responsibilities, preferably in a higher education institution. The candidate will have a proven record of administrative performance, including the ability to handle the complexities of public financing and the capacity to secure additional resources. Also, the candidate will be committed to academic excellence and demonstrate an understanding of the major issues and challenges facing a major metropolitan campus.

Experience of the candidate will also reveal documented leadership qualities, including the ability to: articulate a vision of development for the university and take an active role in implementing articulated goals; foster a sense of community among students, faculty, staff, administration, and community members; work in a framework of shared academic governance; and demonstrate genuine commitment to cultural diversity.

Salary and perquisites will be commensurate with experience and qualifications.

Nominations and applications will be accepted until the position is filled. The Search Committee will begin screening applications in mid-August. The preferred starting date is January 4, 1993. Those interested in applying should send a letter of application, a 1 to 2 page statement of philosophy on the nature of and role of a metropolitan university, a resume or vita, and the names, addresses, and telephone numbers of three references to the Chairman of the Search Committee:

Dr. B. Alan Sugg, President
University of Arkansas System
1123 South University Avenue, Suite 601
Little Rock, Arkansas 72204
(501) 686-2505

THE UNIVERSITY OF ARKANSAS IS DEDICATED TO EQUAL OPPORTUNITY AND DOES NOT PRACTICE OR CONDONE DISCRIMINATION IN ANY FORM AGAINST STUDENTS, EMPLOYEES, OR APPLICANTS ON THE GROUNDS OF RACE, COLOR, NATIONAL ORIGIN, RELIGION, SEX, AGE, OR DISABILITY. WOMEN, MINORITIES, AND PERSONS WITH DISABILITIES ARE ENCOURAGED TO APPLY.

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PRESIDENT

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Deadline for applications in July 22, 1992, and duties to be assumed as soon as possible after selection.

Requests for information and application materials should be addressed to:

Dr. Harry Valdes or Dr. Lloyd Nielsen
Co-Chairs
Red Wing-Winona Technical College
Ft. Snodgrass, Rogers Associates
1075 3rd St. NW
Gene Lake, MN 55116-0101
Telephone: (612) 625-3223
Fax: (612) 625-5252

Student Affairs: Vice Chancellor for Student Affairs. The Vice Chancellor for Student Affairs reports to the Chancellor and is responsible for the administration of all student affairs. The position involves a wide range of responsibilities including student development, financial aid, food services, placement, registration, student activities, and student government. The candidate should have a minimum of 5 years' experience in student affairs and a graduate degree in a related field. The position is located in the Student Affairs Department, Red Wing-Winona Technical College, 1075 3rd St. NW, Gene Lake, MN 55116-0101. For more information, call (612) 625-3223. EOE/AA.

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The Office of Human Resources, P.O. Box 3345 University Station, Fargo, North Dakota 58105, North Dakota

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End Paper



"WOMAN WITH DEAD CHILD," 1903

"*Woman With Dead Child*" forcefully captures the notion of grief and loss, and is perhaps the strongest image Käthe Kollwitz ever made. Of all the woe-stricken pictures, and there were many, this was so devastating that her lifelong friend Beate Bonus-Jeep was shocked when she saw it. "Jeep," as Kollwitz called her over their sixty-year friendship, later recorded her reaction.

A mother, animal-like, naked, the light-colored corpse of her dead child between her thigh bones and arms, seeks with her eyes, with her lips, with her breath, to swallow back into herself the disappearing life that once belonged to her womb. When I saw [it], by chance we had not heard from each other for a long while. In the exhibition I suddenly found myself in front of the etching and turned quickly out of the room in order to compose myself: "Can something have happened with [her son] little Peter, that she could make something so dreadful?" No! It was pure passion itself, the force, sleeping contained in the mother animal. . . .

Jeep's words capture the primal nature of "*Woman With Dead Child*." Her characterization of the figure as "mother animal" strips away in words, as Kollwitz stripped away in the image, any vestige of "civilized" or rational mourning. In the bestial pathos of this motif, Kollwitz laid bare the savage force of the deepest human emotions.

"Käthe Kollwitz," an exhibition of more than 100 drawings, prints, and sculptures by the German artist will be on display at the National Gallery of Art through August 16. The text above is by Elizabeth Prelinger, assistant professor of fine arts at Georgetown University and curator of the exhibition. It is excerpted from the catalogue, which is co-published by Yale University Press and the National Gallery of Art. Judith Brodie, assistant curator in the department of drawings at the gallery, was consultant to the exhibition.

Public Health Service Plans Hearings for Scientists Accused of Fraud

By STEPHEN BURD

ROCKVILLE, MD.

The Public Health Service has announced it will make sweeping changes in how it handles charges of scientific misconduct. The aim: to give accused scientists more opportunity to defend themselves.

All scientists with grunts from the service who are charged by the government with research fraud will be offered trial-like hearings before a federal appeals board. At present, only scientists fighting an agency decision to cut them off from federal research money are offered a hearing.

The new policy will apply to university and government researchers supported by the National Institutes of Health, the Centers for Disease Control, the Alcohol, Drug Abuse and Mental Health Administration, and the Agency for Health Care Policy and Research.

The decision to introduce hearings at the federal level is in part a response to heated assertions by university researchers and scientific societies that those accused of scientific misconduct have not been able to defend themselves against charges of wrongdoing. They complain that spurious charges can destroy scientific careers.

Separate Offices Proposed

Another major goal of the reorganization is to put the job of investigating charges of misconduct and the job of ruling whether the accused scientist is actually innocent or guilty of the charges in separate offices.

Currently the Office of Scientific Integrity, which is housed on the NIH campus and is monitored by the agency, performs both of those functions.

In the new system, an Office of Research Integrity would replace the Office of Scientific Integrity and be put solely under the authority of the head of the PHS. The office would also be moved from the NIH campus and would only investigate charges of wrongdoing.

James O. Mason, the Assistant Secretary for Health and head of the U.S. Public Health Service, told members of the Office of Scientific Integrity advisory board here last week that the change was intended to answer the concerns of lawmakers over whether the institutes, which distribute federal money for biomedical research, should also be in charge of investigating malfeasance in that research.

Access to Evidence

A division of the Office of Research Integrity will monitor university research-integrity investigations, and in certain cases conduct its own investigations into allegations of research misconduct. The division will also help the Public Health Service legal counsel draw up the cases against accused scientists.

At that point, the scientists will be offered a hearing. The hearings will be conducted by a separate body, the Research Integrity Adjudications Panel, which will come out of the Department of Health

and Human Services. The hearings will allow the accused scientists access to evidence against them, the right to a lawyer, the ability to cross-examine witnesses, and the chance to present their own witnesses and evidence to rebut the charges.

The panel will then make a decision regarding the scientists' culpability that will be passed on to the Assistant Secretary for Health.

Advisory board members predict more changes. They are considering the following:

- Alterations in the PHS ALERT System, a list that goes out to federal agencies of scientists who are being investigated for misconduct.

- A new definition of research misconduct.

- New protections for whistle blowers and for scientists wrongly charged.

- The introduction of a statute of limitations for the filing of charges against a scientist.

- Penalties for institutions that fail to comply with Public Health Service regulations.

Biomedical researchers said the changes were a step in the right direction.

Robert J. Cousins, president of the Federation of American Societies for Experimental Biology and director of the Center for Nutritional Science at the University of

Florida, said that if the changes were "coupled with a tight definition of scientific misconduct, the opportunity of accused scientists to request an early hearing, and strict limits placed on the ALERT system, it could result in a fairer, more balanced process for handling misconduct cases."

Hearings May Be Too Late

Representatives of scientific societies argue that the names of scientists should not be entered in the ALERT system until they have been found guilty of misconduct.

At the advisory meeting, Barbara C. Hansen, a professor of physiology in the School of Medicine at

the University of Maryland, expressed concern that the hearing process may come too late, "only after there is a strong perception of guilt."

But Nicholas H. Steneck, a professor of history at the University of Michigan and chairman of the advisory committee, said in an interview that that was what the changes were meant to avoid, by separating the investigative and adjudicative offices.

The Office of Research Integrity with the Public Health Service legal counsel "will operate like the prosecutor bringing an indictment" against the accused scientists, he said. But a "separate entity," he said will weigh the evidence from both sides before presenting a decision.

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Big Gifts and a 'Can Do' Attitude Mark Perot's Education Record

Continued From Page A20

tance of basic biomedical research and the idea that the cures and preventions of the future are going to come from an understanding at the cellular and molecular level," Dr. Wildenthal says. "He is very committed to the concept of basic research."

Neither Dr. Howe or Dr. Wildenthal can recall any discussions with Mr. Perot about federal policy related to research, but they both say Mr. Perot's record as a philanthropist makes them optimistic about how he would handle federal agencies that support research.

"His approach to research as a

private philanthropist is exemplary," Dr. Wildenthal says. "I can only assume he would continue it as a public person."

Others, however, say that Mr. Perot's philanthropy does not mean he knows how to manage education and research issues on a national level. Wilhelmina R. Delco, chairwoman of the Texas House of Representatives Higher Education Committee and a supporter of the Clinton campaign, says it is easier to be a philanthropist than a government official.

"When you are outside the system, you can decide where to put your money because it will be

gratefully received and people will say they are glad to have it," she says. "When you are dealing with public money, you have to deal with a broad spectrum of programs, not just a few, and you have to balance. Bill Clinton has done that with education, in a poor state, and Ross Perot has not."

Several Texas educators who ask not to be identified note that Mr. Perot's philanthropy has usually come after a university has achieved prominence and that he is better at supporting those institutions than those that need a lot of help.

A review of the public tax rec-

ords of the Perot Foundation, through which Mr. Perot now makes most of his charitable donations, indicates that much of his current philanthropy to higher education is paying off the pledges he made to the University of Texas. Gifts he has made to other colleges are generally much smaller and go to institutions with which Mr. Perot has some personal connection.

For example, in 1991 the foundation gave \$5,000 to Texas Christian University, the alma mater of Mr. Perot's sister; \$5,000 to the University of North Carolina at Chapel Hill, where his daughter is enrolled; and \$1,500 for athletic programs at the U.S. Naval Academy, Mr. Perot's alma mater.

Some criticize Mr. Perot's philanthropy as elitist. But his supporters note that one of his first big gifts—a 1969 donation of \$2.37-million—went to an inner-city Dallas elementary school. And last year his foundation gave \$10,000 to Paul Quinn College and \$5,000 to the United Negro College Fund.

Wide-Ranging Reforms

Like his philanthropy, Mr. Perot's involvement with Texas education brings him both praise and criticism. The commission that Mr. Perot led in 1984 came up with a wide-ranging set of reforms for public schools in addition to the "no pass, no play" rule. The reforms recommended tests that high-school seniors must pass to win diplomas, new tests to evaluate teachers, and smaller classes.

Mr. Perot is widely praised for throwing himself into the debate with full force, hiring lobbyists at his own expense to win over legislators who were under enormous pressure from high-school football coaches to oppose the reforms.

After the reforms were passed, Mr. Perot returned to the Legislature in 1987 and 1988 to oppose budget cuts proposed by Governor Clements for public schools and colleges. Political observers say that Mr. Perot's involvement persuaded many legislators to prevent the cuts.

Mr. Perot and his supporters cite the lobbying campaigns as evidence of his commitment to education and his ability to push for concrete improvements. Others remain skeptical—particularly of his emphasis on testing.

Kevin Morse, a professor of education at the University of Texas-Pan American, says the standardized tests required of students have resulted in the "bleaching" of education as disproportionate numbers of minority students failed.

"Some of his recommendations are worthwhile," Mr. Morse says. "But even though he is a mover, he doesn't understand the breadth of the problems in education."

Says State Sen. Judith Zaffrin: "Anybody can raise standards. It's more important that you prepare students to meet the standards."

'Strictly on Merit'

In addition to his record on education, Mr. Perot has also made comments about other issues that affect colleges less directly. For example, he has raised questions about affirmative action, while at

the same time pledging his opposition to discrimination.

In a C-SPAN interview, Mr. Perot said: "I don't care where you come from. I don't care what color you are or what race or religion you are, what sex you are. I'm interested in what you can do and what you've done lately. We judge people on merit and strictly on merit."

On economic development, Mr. Perot has shied away from endorsing the concept of "industrial policy," but has said that the United States should examine how Japan works with businesses to develop better products.

On taxes, Mr. Perot has given mixed signals—saying in some interviews that he would try to reduce taxes, but in others that he might support tax increases for education.

Taken as a whole, his record on evolving platform leave many in higher education still wondering about how a Perot Presidency would affect their institutions. Robert H. Atwell, president of the American Council on Education, says: "I'm really unaware of what

"I'm really unaware of where this guy stands on higher education. It's awfully easy to get popular pretty fast by being vague."

this guy stands on higher education. It's awfully easy to get popular pretty fast by being vague about specifics."

Those who are most critical of Mr. Perot say that he should come forward with specific educational proposals, and that he should urge the American public to be willing to cough up more money to pay for improvements.

Unrealistic Expectations

Says Senator Zaffrin, who once taught journalism at Laredo Junior College: "We need more money for student grants. We need more money for work-study. Every American student who wants a college education should get one, and he should lay out a plan for doing that."

Others in education, including some who are backing other candidates, say college officials are unrealistic to expect lots of details from Mr. Perot. Samuel W. Speer Jr., the president of Muskegon College and a Bush delegate to the 1988 and 1992 Republican National Conventions, says that with so much money for higher education coming from state governments that have been strapped for cash, "the first issue for colleges is going to be the economy."

Leslie C. Campbell agrees. Mr. Campbell is leaving his position as associate dean of the College of Liberal Arts at Auburn University next month to volunteer for the Perot campaign full time in Texas.

Mr. Campbell says Mr. Perot is "more electable" without specific proposals. Mr. Perot will be good for higher education, Mr. Campbell says, "because he will develop good policies, create more jobs and expand the tax base."

Government & Politics

Government & Politics

WASHINGTON UPDATE

- Interest rates lowered for 2 student-aid programs in 1992-93
- House panel rejects Bush's budget increase for supercollider
- Columbia U. threw away documents related to a federal audit

The Education Department has announced that the interest rate for two student-aid programs would be 7.51 per cent in 1992-93, a decrease of nearly two points from this year.

Larry Oxendine, the director of policy and program development for the Education Department's student-aid office, told a meeting of guarantee-agency officials that the new rate for Supplemental Loans for Students and Parent Loans for Undergraduate Students could put the programs in competition with the larger Stafford Student Loan program.

The Stafford program has an interest rate of 8 per cent that is fixed by law. The rate for supplemental and parent loans is set annually and has reflected the national decline in interest rates, falling from 11.49 per cent in 1990-91 to 9.34 per cent in 1991-92.

Campus officials, though, said the Stafford program would continue to be a better deal for needy students because the government pays the interest on the loans while the student is in college and during a six-month grace period. The interest on the supplemental and parent loans begins to accrue 60 days after the loans are made.

The aid officers said the lower rates for the two programs would benefit middle-income students who are not eligible for the need-based Stafford loans. Barry W. McCarty, director of student aid at Lafayette College, said the rates would make the two programs competitive with several private student-loan programs and some state programs.

—THOMAS J. DELLOUGHRY

The House Appropriations Committee last week approved a fiscal 1993 spending bill for the Department of Energy that would provide \$483.7-million for the Superconducting Supercollider.

Although the amount would keep spending for the construction of the subatomic-particle collider at the same level as this year, it represents a \$166-million reduction from President Bush's request.

Proponents of the collider warned that the reduced support could significantly increase the cost of the \$8.25-billion project and delay the collider's 1999 completion date. Henry M. Gandy, assistant to the chairman of the Texas National Research Laboratory Commission, the state agency responsible for the supercollider, said a preliminary study indicated that the committee's spending level could delay the project by 12 to 18 months and add \$300-million to its overall cost.

Rep. Tom Bevill, Democrat of Alabama and chairman of the House Appropriations subcommittee with jurisdiction over energy and water programs, said the measure was the most difficult his panel had ever crafted, because of the

need to find places to cut \$21.8-billion from this year's level.

The Senate has not yet considered its version of the bill, but some lobbyists expect it to provide \$550-million for the supercollider.

The House panel's bill, which is expected to be approved by the House this week, would provide \$1.4-billion for general-science programs, \$24-million less than this year's level, and \$340-million for magnetic-fusion-energy

programs, an increase of \$3-million from this year.

—KIM A. McDONALD

Columbia University last year threw away about 150 boxes of records on its research costs while a federal audit was still in progress.

The boxes contained original invoices for the bills that Columbia incurred and then charged partly to

the government for fiscal 1986. The university issued a statement saying that an associate controller who believed the records "were no longer subject to government audit" had approved their disposal.

After 18 months of auditing the 1986 records, the Defense Contract Auditing Agency had issued an audit report in September 1990, the statement added. The associate controller disposed of the original documents in November 1991, according to the statement, "because of severe space limitations in the residential building where they were stored."

Phillip E. Rogers, executive officer for the audit agency, said the audit for 1986 had never officially been closed. That will not happen until the university and the govern-

ment have negotiated a final settlement of accounts for 1986. The 1990 report was intended to be used for the negotiations.

In March 1991, before the records were destroyed, Mr. Rogers added, his agency informed the university that it was seeking additional information for 1986 because of concerns about improper overhead charges at other universities.

Federal regulations, Mr. Rogers said, prohibit universities from disposing of their original records of research costs in a given year until three years after the government and university have reached a final settlement for that year.

The agency is not seeking a criminal investigation of the matter, he added, but it is not precluded from doing so later. —COLLEEN CORDES

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Status of Federal Legislation

As of 6 p.m. June 11, 1992. Bold type indicates changes since May 28, 1992.

LEGISLATION	MAJOR PROVISIONS	STATUS
Budget cuts HR 4890, S 2403	COMPROMISE BILL: Would eliminate \$1.348-billion in earmarks for college projects in fiscal 1992 appropriations bills. Would grant the Secretary of Defense the authority to decide whether the Pentagon should provide \$12.8-million in earmarks for 19 university-based research projects. Would cut the National Science Foundation's 1992 research budget by \$2-million. Would cut the National Institutes of Health budget by \$2.875-million.	Signed by the President Public law 102-298
Copyright HR 4412, S 1035	BOTH BILLS: Would change federal copyright law to make it easier for scholars to quote from unpublished documents.	HOUSE: Approved by subcommittee March 12, 1992 SENATE: Passed September 27, 1991 S Rep 102-141
Education research HR 4014, S 1275	BOTH BILLS: Would reauthorize the Education Department's Office of Educational Research and Improvement. Would create new programs to disseminate the results of research sponsored by the office. HOUSE BILL: Would create a board to set research priorities for the Education Department. SENATE BILL: Would create a board to advise the Education Department on research issues. Would create new programs for research on education in other nations and for exchanges with nations in Central and Eastern Europe.	HOUSE: Approved by committee May 20, 1992 SENATE: Approved by committee March 18, 1992 S Rep 102-289
International exchange HR 3215	HOUSE BILL: Would authorize \$20-million in new federal spending on educational and research exchanges between American and Latin American colleges and universities.	HOUSE: Approved by committee June 10, 1992
Job training HR 3032, S 2065	BOTH BILLS: Would alter the Job Training Partnership Act by providing more money for education and job training for people who are the most disadvantaged. Would link job-training programs supported under the act to state and federal efforts to reform the welfare system.	In conference
National Institutes of Health HR 2507	COMPROMISE BILL: Would reauthorize the National Institutes of Health. Would lift a ban imposed by the Administration on federal support for research involving health problems affecting women. Would codify a requirement that clinical trials using NIH funds include women as subjects unless researchers can present compelling scientific reasons for excluding them. Would make it more difficult for the Secretary of Health and Human Services to block federally supported studies on sexually and other controversial topics.	Sent to the President
National Science Foundation HR 2282	HOUSE BILL: Would amend the 1988 law that authorized the National Science Foundation for five years by raising the foundation's budget ceiling for fiscal 1992 to the President's recommended level of \$2.721-billion. The amendments would also allow up to \$40-million to continue the program to renovate research facilities and up to \$33.5-million to start a new program for research equipment.	HOUSE: Passed July 11, 1991 H Rep 102-131
Research facilities HR 2407, S 544	BOTH BILLS: Would make it a federal crime to vandalize facilities used for research on animals or to remove animals from such facilities.	HOUSE: Approved by committee April 2, 1992 H Rep 102-498 SENATE: Passed October 18, 1991 S Rep 102-141
Student aid HR 3553, S 1150	HOUSE BILL: Would reauthorize the Higher Education Act for five years. Would reauthorize Stafford Student Loans, with loan limits of \$2,826 for freshmen and sophomores, \$4,000 for other undergraduates, and \$7,500 for graduate students. Would authorize a pilot project for a direct loan system that would replace guaranteed student loans on some campuses. Would establish new maximum size for Pell Grants: in 1993-94, of \$2,750 plus one-quarter of tuition up to \$1,750. Would exclude the equity in family-owned home, farm, or business. SENATE BILL: Would reauthorize the Higher Education Act for seven years. Would maintain Stafford Student Loans, with loan limits of \$3,000 for freshmen and sophomores, \$4,500 for other undergraduates, and \$8,000 for graduate students. Would establish a new maximum size for Pell Grants: of \$2,300 plus one-quarter of tuition up to \$1,300 in 1993-94. For family-owned home or farm, would exclude the equity in family-owned home or farm from consideration of wealth in determining aid eligibility.	In conference

Appropriations Bills for Fiscal 1993

(Amounts in millions of dollars, rounded to nearest million)

LEGISLATION	Spending This Year	House Bill	Senate Bill	Compromise Bill	STATUS
Department of Energy					
General science and research	\$1,400	\$1,400	\$1,400	\$1,400	HOUSE: Approved by committee June 11, 1992
Superconducting supercollider	\$484	\$484	\$484	\$484	
Magnetic fusion	\$340	\$340	\$340	\$340	
Basic energy sciences	\$1,240	\$1,240	\$1,240	\$1,240	

California Colleges Say More Big Budget Cuts Will Damage Education

Continued From Page A21
eliminated 743 non-faculty positions and left 644 positions vacant. About 2,000 part-time instructors were not rehired, and more than 5,000 class sections were cut. Enrollment declined by 7,000.

Another round of big cuts would be devastating, said Barry Munitz, chancellor of the system. "To suggest cuts of this scale is the equivalent of saying the state no longer wants to provide public higher education," he said.

Mr. Munitz recently told state legislators that a 25-per-cent cut would exceed \$400-million, the equivalent of the total budgets of three large and one medium-sized campuses, or the total budgets of nine small and mid-sized campuses in the system.

"Those numbers are crazy," he said in an interview last week. "They would fundamentally change the institution. It will take years and years to recover. These things get destroyed very easily."

Layoff Notices to 190

Mr. Munitz held a meeting of the 20 system presidents last week to plan for the cuts. He said at the time that the system could avoid layoffs of tenured faculty members only if an early-retirement package were adopted, tuition rates were increased, and the state appropriation were cut by no more than 6 per cent. Those conditions no longer appear possible.

Individual campuses have already taken steps in anticipation of the cuts. San Diego State University, one of the system's largest campuses, sent out layoff notices to 190 faculty members last week. Of those, 145 are tenured or on the tenure track. The campus has also eliminated nine academic departments, made cuts in four others, and eliminated athletic competition in seven sports.

At Humboldt State University, a smaller campus, 76 layoff notices



Barry Munitz, chancellor of the California State U. System: "To suggest cuts of this scale is the equivalent of saying the state no longer wants to provide public higher education."

were sent to faculty members and lecturers. Only one tenured faculty member was laid off. The campus has not yet decided whether to cut or eliminate any programs or departments.

Thomas J. Ebert, president of the California Faculty Association's chapter at Fresno State University, which is also experiencing widespread cuts and layoffs, said a huge budget cut would demonstrate the state's lack of commitment to quality education. "They're going to have to decide what kind of education they want to provide," he said. "Right now, they're just devastating the place."

The community colleges, which receive about 60 per cent of their budget from the state, are in a less precarious position than the universities. Proposition 98, passed by voters in 1988, guarantees the

community colleges and the public schools a specified portion of the budget.

When the final budget cuts are made, the community colleges will receive reductions, but probably of smaller proportions than the other systems. Said Ann Reed, vice-chancellor for public affairs for the community-college system: "We know that it's not good, but we don't know how bad it will be."

The outlook for community colleges could worsen, however, if the state rescinds Proposition 98 or invokes a provision allowing the

measure to be modified in times of fiscal crisis.

The University of California system relies on the state for 40 per cent of its budget because it receives substantial amounts of money for research from the federal government and has major fundraising operations.

'Generations to Correct'

Still, campus officials are fearful of the expected reductions. David P. Gardner, president of the system, testified before legislative committees that a 25-per-cent cut

to the system would be so dramatic that it would require the equivalent of a 30-per-cent cut in faculty and staff positions or a \$5,000-a-student fee increase to make up for it. "A university is not like a spin you can turn on and off. It has taken 125 years to build it. It has taken long in the current fiscal environment to do damage that would take generations to correct," he added.

While the University of California wields considerable political clout in the state, it is currently in an embarrassing situation. Recent revelations about a generous retirement package for Mr. Gardner, who earlier this year announced his plan to leave his position, have prompted a steady stream of criticism from lawmakers who suggested that there was waste that could be cut from the system.

Influencing the Legislature

Students have joined administrators and faculty members in trying their hand at influencing the legislature. Since last year, when they began to rise and services began to drop, students across the state have demonstrated on the campuses and in Sacramento. Now that the spring semester is over, the campus activity has quieted down, but student organizations continue to press for the rights of students to a solid and affordable education.

Lee Butterfield, executive director of the University of California Students' Association, said the state, not the universities, deserved most of the blame for the decline in services to students.

Mr. Butterfield said of the cuts: "We think they will be really bad. It will be a grave mistake to destroy higher education. It would set us back decades."

STATE NOTES

- Academic programs cut at U. of Maryland
- Panel seeks new college system for Arizona

The University of Maryland Board of Regents, in a move that is eventually expected to save more than \$6-million, has voted to eliminate one college and seven academic programs at the university's flagship campus in College Park.

The action ended a task that began in 1989, when the Academic Planning Advisory Committee, a group of administrators, faculty members, and students at the College Park campus, was asked to identify ways of keeping the campus's educational and research mission intact while responding to severe financial pressures brought on by state budget cuts.

Over the past two years, College Park's state appropriation has dropped by 20 per cent, or \$40-million.

The regents voted to drop the College of Human Ecology and seven academic programs: agriculture and extension education; housing and design; radio-television-film; urban studies and planning; industrial, technological, and occupational ed-

ucation; recreation; and textiles and consumer economics. In some cases, elements of the programs will be integrated into other areas.

No tenured faculty members will lose their jobs because of the eliminations. Instead, affected faculty members will be shifted to other departments. In addition, students currently enrolled in eliminated programs will be given enough time to complete their studies.

A system of state colleges should be created in Arizona to handle the deluge of students that the state will see over the next three decades, a legislative budget committee has concluded.

Projections are that in 30 years, the state's university enrollment of 95,000 students will swell to nearly twice that number. Similarly, enrollment in community colleges, now at 160,000, is projected to reach 316,000, said John J. Lee, associate director of the Joint Legislative Budget Committee.

The state now has three public universities and a community-college system, but no four-year college system.

A report from the budget committee says that a state-college system would be the most economical way to cope with enrollment growth because the colleges could focus on undergraduate education, not research or public service.

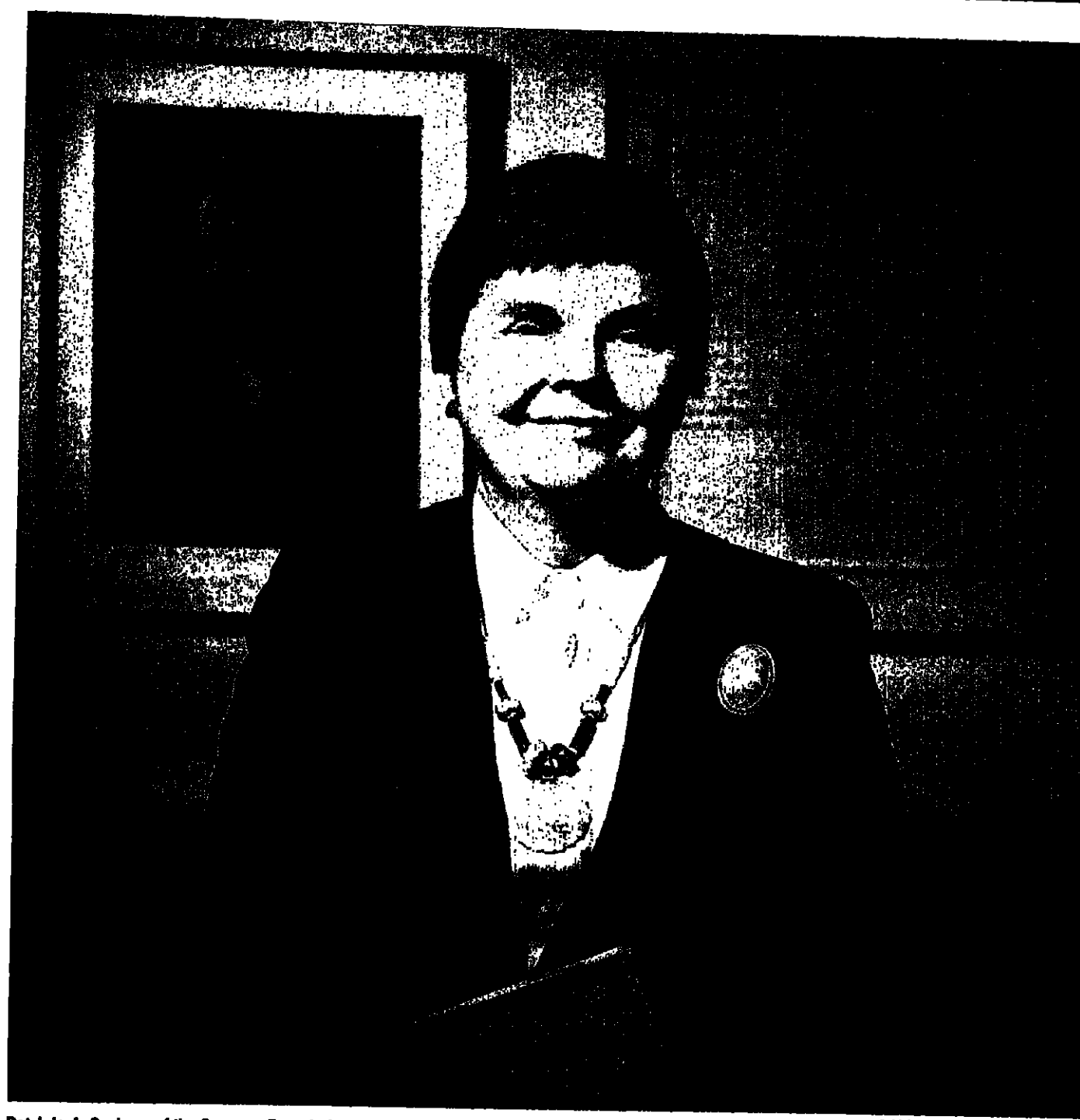
Creation of a state-college system is one of several options being considered by the Arizona Board of Regents to deal with enrollment growth.

State Sen. David C. Bartlett said the committee's recommendation "raises some questions" about whether opportunities for graduate education would be available to students enrolled in state colleges.

"The concern I have is whether you create a pyramid process that could, for reasons of economy, limit the opportunity for professional and graduate school education, which may be as important as undergraduate education," Mr. Bartlett said.

—JOYE MERCER

Business & Philanthropy



Patricia A. Graham of the Spencer Foundation: "Educational research, unlike health research, does not have any instant breakthroughs in which you suddenly find a great new solution."

Spencer Fund, With a Unique Niche in Philanthropy, Seeks to Make Education Research a Priority for Others

But critics question its mission, saying that studies don't solve problems facing the nation's schools

By JULIE L. NICKLIN

CHICAGO

If Patricia Alberg Graham ever needs to be reminded of the mission of the Spencer Foundation, which she now heads, she would have to look no further than her office wall.

There hangs a framed enlargement of a note written by the foundation's creator, Lyle M. Spencer, shortly before his death in 1968. "All the Spencer dough was earned, improbably, from education," wrote Mr. Spencer, an educational publisher. "It makes sense, therefore, that much of this money should be returned eventually to investigating ways in which education can be improved, around the world."

Those words have shaped Spencer into the nation's only foundation committed solely to supporting basic education research. With assets totaling \$224.7-million, the foundation awarded \$8.2-million last year to university researchers examining such issues as how students learn mathematics, what factors affect a minority student's success in school, and how a student gets admitted to Harvard University.

Although Spencer's grant-making focus has given it a unique niche in the foundation world, the organization at times has been forced to defend its mission. Some critics contend that education research is ineffective and esoteric and doesn't solve problems facing the nation's schools. Those concerns have caused other grant makers and government agencies to move away from education research.

Despite those trends, Spencer officials maintain that research is vital to improving education. Many education researchers

credit Spencer with being the only reliable source of money for their work. Spencer money, they say, has resulted in better research—and a better understanding of how to improve education.

"Spencer filled a vacuum," says Gary Orfield, professor of education and social policy at Harvard University, who has used Spencer grants to study school desegregation. "It didn't find a fad of the moment or follow the conventions of the time."

'Sense of the Problems'

Now Spencer, which over the years has gone quietly about its mission, is taking steps to see that education research becomes more of a priority for others. Since becoming the foundation's president in September, Ms. Graham has met with foundation and government officials in an

Continued on Following Page

IT'S A SUPERB PROJECT

3 Harvard Professors Use \$2.3-Million Grant, the Largest Spencer Has Given, to Study How Children 'Really Learn'

CAMBRIDGE, MASS. The Spencer Foundation believed so strongly in a research project by three Harvard University professors that it awarded them its largest grant ever—\$2.3-million.

Howard E. Gardner, David N. Perkins, and Vito Perrone will use the money, awarded in 1990, over five years to study how teachers can help students transfer the knowledge they acquire in the classroom to new experiences.

Spencer officials call the grant an "anomaly," noting that most of the foundation's awards are much smaller. But the foundation was so impressed with the professors' pilot study—which had been supported by a \$99,600 Spencer grant in 1989—that officials thought the idea deserved more support.

"It's a superb project," says Marion M. Faldet, the foundation's vice-president and secretary. "We want to understand more about what it takes to make children learn—not just by rote—but to really learn."

Like many other researchers, the three Harvard professors credit Spencer with making their research possible. In many cases, once researchers receive a Spencer grant and prove the quality of their work, they'll receive support again and again from the foundation. Over the past 20 years, Spencer has awarded Mr. Gardner, a professor of education, more than \$3-million.

8-Year Study of Symbols

"My research life would have been entirely different without Spencer," says Mr. Gardner, who also serves as co-director of Harvard's Project Zero, an interdisciplinary group that conducts research in schools. Mr. Gardner is also the author of several books on intelligence and learning.

In the 1970's, Mr. Gardner used \$397,750 from the foundation for an eight-year study of how children learn and use symbols. In the early 1980's, Spencer awarded \$452,700 to Mr. Gardner and David H. Feldman, a professor at nearby Tufts University, to

study intelligence levels of 3- and 4-year-olds.

Mr. Gardner's third round of Spencer support is for his current project with Mr. Perkins, co-director of Project Zero, and Mr. Perrone, Harvard's director of teacher education.

Mr. Gardner says they are looking at "performances of understanding," or the idea that students should be able to take a concept they have learned and use it appropriately in a new situation.

Much of the researchers' work is based on ideas that Mr. Gardner explored in his 1991 book, *The Unschooled Mind: How Children Learn, How Schools Should Teach* (Basic Books). In it, Mr. Gardner maintains that schools are not successful because they don't change the way people think.

But Mr. Gardner and his colleagues wanted to go further than just analyzing the problem. They wanted to see if they could help solve it.

Working in Local Schools

The researchers are now working in local schools to get teachers to change the way they instruct and test students. As an example, Mr. Gardner says he would advise an American-history teacher not to give a lecture to students and then a quiz.

Instead, he would encourage the teacher to pick a newspaper story and relate it to an event or a concept presented in an earlier lesson. Then the students could be broken into small groups to discuss questions about the article or to solve a puzzle based on it. Later, the entire class could discuss each group's solution.

Spencer applauds the researchers' approach. "Too many researchers and too many academics generally are much more interested in analyzing a problem than in solving it," says Patricia Albjerg Graham, Spencer's president. "They think if they get the analysis right, they have done all that needs to be done. And in the field of education, I think we need to be concerned both with analysis and a solution." —JULIE L. NICKLIN



Howard E. Gardner, a professor of education at Harvard U.: "My research life would have been entirely different without Spencer."

Spencer Fund Seeks to Make Education Research a Priority for Others

Continued From Preceding Page

Spencer officials and education researchers say Ms. Graham's experience as an educator and as former director of the National Institute of Education makes her a natural to carry out Spencer's mission. She was dean of the Harvard University Graduate School of Education for almost a decade and was a member of Spencer's Board of Directors for nine years.

"She has a unique sense of what the problems are in the country," says David S. Tatel, a lawyer and chairman of Spencer's Board of Directors. "And she has an idea of how Spencer can fund research that will help understand the problems—and therefore solve them."

The Spencer Foundation was established in 1962 with less than \$1-million by

Mr. Spencer, the founder and president of Science Research Associates. The Chicago company publishes educational texts and curriculum materials. Until Mr. Spencer's death from pancreatic cancer in 1968, the fund gave money to various educational and cultural institutions.

\$115-Million Since 1971

In his will, Mr. Spencer directed that most of his estate—\$83-million—go to the foundation. Yet he had never really talked about his long-range plans for the foundation, says Marion M. Faldet, the fund's vice-president and secretary. Instead, he frequently wrote down his thoughts on education as he traveled, she says.

The fund's officers had to rely on those writings to chart the foundation's direction. One important piece of Mr. Spencer's writing was found in his briefcase after he

died: the pencil-written note now hanging in Ms. Graham's office.

Ms. Faldet says the note clearly showed how Mr. Spencer wanted his money to be used. "Lyle was a very lovely person with ideas sparkling all the time," says Ms. Faldet, who had worked with Mr. Spencer at the publishing company. "He would have been very happy with the way the foundation has developed."

Ms. Faldet says that at one point she wondered whether the foundation's mission should be so restricted. "But I've been convinced over the years that there is so little money available for basic research that we're right," she says. "We've carried out his mandate."

Since its first grant in 1971, Spencer has awarded a total of \$115-million for education research. Of the approximately \$9-million Spencer pays out annually, about

20 per cent—\$1.8-million—goes to two doctoral fellowship programs. One program supports students within five years of their degree; the other is for those in the final stages of their dissertations. The rest of the foundation's annual grant money, or about \$7.2-million, goes for research projects.

Many Disciplines Represented

Many Spencer-supported efforts have resulted in publications on education and learning. A bookcase in the lobby of the foundation's offices on Michigan Avenue here displays some of the books written by grant recipients. Ms. Graham's book, *SOS: Sustain Our Schools*, published this year by Hill and Wang, was supported by a \$98,000 grant from the foundation in 1981.

Flow: The Psychology of Optimal Experience, (Harper & Row Publishers Inc.) by Mihaly Csikszentmihalyi, a University of Chicago psychology professor, also written with Spencer support, has been a na-

tional best seller. Spencer's grant recipients include researchers from many disciplines, because the foundation broadly defines education as occurring at any age and at various places, not just in school. Researchers praise Spencer for supporting projects that they have initiated and designed, rather than pushing an agenda to which researchers must conform.

"I don't think there's anybody else around to whom I could have sold my idea in advance," says Robert M. Hauser, research professor of sociology at the University of Wisconsin at Madison. In 1990 Spencer awarded \$300,000 over five years to Mr. Hauser to study, among other things, the effect of parents' socioeconomic background on students' progress in school.

Some critics contend that knowledge derived from education research is never put to work—prompting some observers to question Spencer's mission.

The Quality Is Weak

Speaking of education research in general, Chester E. Finn, Jr., director of the Educational Excellence Network, a clearinghouse of information on education based in Washington, says: "The quality is weak, but the utilization is weaker. (Mr. Finn will leave the position next month to work with the Edison Project, which seeks to design new schools.)

Mr. Finn, an education official in the Reagan Administration, says there is a glut of education research. Insights derived from the portion that is of high quality, he adds, are not being transferred to the teachers in the schools. Spencer could better spend its money on making changes in the schools, not just studying them, Mr. Finn says.

"The knowledge warehouses of education are well stocked, but not used," Mr. Finn says. "You can fill another warehouse. And Spencer can do that. I just question whether you should."

Ms. Graham counters the charges of Mr. Finn and other critics. Education research, she says, is necessary to know which types of programs work—and which don't. She says much of the criticism results from misunderstanding.

Education researchers speak clearly to each other about their research findings, she says, but many don't explain the results in understandable terms for the general public. And the nature of education research, she adds, makes it seem less important than scientific or medical investigations.

"Educational research, unlike health research, does not have any instant breakthroughs in which you suddenly find a great new solution," she says.

Still, Ms. Graham emphasizes that Spencer-supported projects have had an impact. For example, Spencer officials say, a method developed by Julian C. Stanley to identify, counsel, and teach students who excel in mathematics has been adopted by various school systems. Mr. Stanley is a professor of psychology at the Johns Hopkins University.

Studying Teachers' Knowledge

Elsewhere, Lee S. Shulman, a professor of education at Stanford University, is helping teachers develop a knowledge of particular subjects that will enable them to teach more effectively. That project draws on Mr. Shulman's research on how a teacher's understanding of a subject affects the way information is taught, which shows that "book knowledge" is different from pedagogical knowledge.

"Before Lee Shulman, we thought either you knew about history or you didn't

The Spencer Foundation at a Glance

Founded: In 1962, by Lyle M. Spencer
Assets: \$224.7-million, as of March 31, 1992
Grants: \$8.2-million in 1992

Purpose and Areas of Support: "To support research that gives promise of yielding new knowledge about education in one or another of its forms in the United States and abroad." Awards grants and fellowships for research on education.
Officers: Patricia Albjerg Graham, president; Marion M. Faldet, vice-president and secretary (retiring in November).

know about history," Ms. Graham says. "But he says, 'No, no, there is a more complicated understanding of history.'"

Yet, lingering criticism has made money for education research harder and harder to come by. A 1991 report by the National Academy of Education said that fewer than 4 per cent of the grants made by 28 major foundations went for education research. Rather than focusing on research, many foundations have chosen to put money into programs to help students learn better.

Meanwhile, according to the NAE report, the federal government has sharply limited

its support of education research. It said that from 1973 to 1986, when adjusted for inflation, federal money for various types of education research dropped 80 per cent, from about \$100-million to \$20-million.

Diane Ravitch, Assistant Secretary for the U.S. Department of Education's Office of Educational Research and Improvement, says she is trying to get the government to put more money into field-initiated education research, projects that are generated by researchers. But members of Congress don't seem to agree with her approach, she says. "Either they say what we have is generically bad or they say what

we have is enough, and we don't need any more," she says.

Despite the criticism of education research, a growing number of education experts are starting to acknowledge its importance. A report released this month by the Committee on the Federal Role in Education Research recommends that the government increase its commitment. The NAE report urged that private and public sources alike increase their support.

Critical Issues Discussed

Spencer officials cheer those suggestions. In November, Ms. Graham invited representatives of the Education Department as well as private and corporate foundations to a meeting at the foundation. Members of the group discussed what issues were critical to improving education and how they might work together on them. Several of the foundations said they were willing to explore collaborative projects with Spencer.

"There ought to be more money for programs to help kids," Ms. Graham says. "But the question is, Which programs and how will they help?"

"You figure out which programs will help by doing research."

Foundation Expands Definition of Education and Draws on Many Fields

The Spencer Foundation may be the only fund in the country to concentrate on education research. But the recipients of its grants are not limited to the big names in the field.

The foundation has expanded the definition of education to include any place where learning occurs—museums, community centers, and the family. It supports projects that examine learning at any point in a person's lifetime. As a result, the organization doesn't limit its awards to researchers in schools of education—a practice that people applaud as wise.

Half Go to Schools of Education

Spencer officials say about half of their grants go to researchers in schools of education. The other half go to researchers in the arts and sciences, who use their exper-

tise in anthropology, economics, history, and sociology to study education. Spencer says researchers in other fields bring a fresh perspective to the study of learning.

"It's extremely useful to work with these scholars," says Patricia Albjerg Graham, Spencer's president. "A person who is sitting in a school of education somewhere is stuck thinking only about education questions."

Among some of the researchers who have been awarded Spencer grants over the past few years:

■ Howard E. Gardner, David N. Perkins, and Vito Perrone, all of Harvard University: \$2.3-million over five years to study how teachers can help students transfer the knowledge they acquire in the classroom to new experiences.
■ Lee S. Shulman of Stanford University:

\$350,000 over four years to study how teachers link the unknown with the known when explaining new concepts to students.

■ Carol Gilligan of Harvard University: \$350,100 over four years to study the psychology of women and the development of adolescent girls.

■ Jerome Bruner of New York University: \$350,000 over four years for studies in cultural psychology.

■ Mihaly Csikszentmihalyi of the University of Chicago: \$349,300 over four years to investigate how people develop creativity in later life.

■ John F. Witte of the University of Wisconsin at Madison: \$231,000 over two years to analyze Milwaukee's "Choice" program, which allows public money to be used to send children to private schools.

—J.L.N.

PRIVATE GIVING TO COLLEGES AND UNIVERSITIES

ARMANSON FOUNDATION
9215 Wilshire Boulevard
Los Angeles 90210

Libraries. For the library: \$3-million to Huntington Library, Art Collections, and Botanical Gardens.

HAROLD K. L. CASTLE FOUNDATION
222 Merchant Street
Honolulu 96813

Higher education. For the university's merger with Hawaii Loa College: \$1-million to Hawaii Pacific U.

EDNA MCCONNELL CLARK FOUNDATION
250 Park Avenue
New York 10017

Criminal justice. For studies of judicial and prosecutorial decision making: \$150,000 to Yale U.

Medical research. For research on oncohercasis: \$330,000 over two years to Johns Hopkins U.

—For research on trachoma: \$110,000 to Johns Hopkins U.

J. E. AND L. E. MAREE FOUNDATION
3000 Mid-Continent Tower
401 South Boston
Tulsa, Okla. 74103

Facilities. For a new science building: \$1.25-million challenge grant to U. of St. Thomas (Tex.).

ANDREW W. MELLON FOUNDATION
140 East 82nd Street
New York 10021

Arts. For the fine-arts museum: \$143,000 to U. of Chicago.

Libraries. For the library: \$1.3-million to

Huntington Library, Art Collections, and Botanical Gardens.

Support. For support of programs: \$200,000 to Whitman College.

M. J. MURDOCK CHARITABLE TRUST
P.O. Box 1618
Vancouver, Wash. 98668

Science. For a research program for science students and faculty members: \$395,000 to Whitman College.

RESEARCH CORPORATION
6940 East Broadway Boulevard
Tucson, Ariz. 85740-0818

Science. For research in chemistry, physics, and astronomy: \$2.1-million divided among 118 faculty members at 79 institutions.

TIBSH FOUNDATION

557 Madison Avenue
New York 10021-8087

Facilities. For a new library: \$10-million to Tufts U.

GIFTS & BEQUESTS

Amherst College. For the Japanese-language program: \$116,500 from Shioy Club.

Auburn University. For the college of engineering: computer software valued at \$4.7-million from Mentor Graphics Corporation.

Carthage College (Wisc.). For a science-research laboratory: \$255,000 from anonymous alumni.

Con College. For the capital campaign: \$125,000 from Wachovia Bank.

Marshall University. For medical scholarships: \$1-million from the estate of James F. Edwards.

Mississippi State University. For the College of Veterinary Medicine: \$150,000 from J. Wayne and Martha J. Lambeth.

University of Alabama. For the computer center in the library of the College of Commerce and Business Administration: \$3-million from Sloan V. Bashinsky, Sr.

University of California at Los Angeles. For the center for the graphic arts: \$100,000 from the estate of Marcia S. Weisman.

University of Kansas. For scholarships in social work and sociology: \$100,000 from Helen Buchenau Seymour.

University of Maryland at Baltimore. For the National Museum of Dentistry: \$1-million from Samuel D. Harris.

University of Nevada at Las Vegas. For the physics program: \$1-million from an anonymous donor.

University of Oklahoma. For a professorship of modern American history: \$500,000 from Paul H. and Doris Eaton Travis.

University of the Pacific. For scholarships: \$200,000 from Robert C. Powell.

Washington College (Md.). For scholarships: \$300,000 from Lieut. Col. W. Kennon Perrin.

West Virginia University. For a professorship of English and for the College of Arts and Sciences: over \$2-million from the estate of George Jackson.

Whitman College. For support of programs: \$109,613 from the estate of John Allen.

—For the endowment: \$108,000 from the estate of Isabelle Shanahan Morrison.

For scholarships and for the library: \$480,000 from the estate of Ruth F. McBriney.

Wittenberg University. For the endowment: \$1-million from the estate of Alma Adams.

Athletics

Blacks' Big Share of Athletic Scholarships Contrasts With Low Overall Enrollment

Brooklyn College of the City University of New York, which was found in February to have discriminated against its female athletes and coaches, has announced plans to drop its sports program for financial reasons.

In a statement, the college called the move a "moratorium" and said the program would be withdrawn for "an undetermined period."

The action is part of a \$5.4-million budget cut the university system has asked Brooklyn to make for academic 1992-93. The system is looking to cut \$40-million over all. The budget for the 15-team sports program at Brooklyn is \$1.4-million, including \$270,000 in state funds. The college will honor all existing athletic scholarships.

A college spokesman said the decision to cancel athletics was a financial one that was not related to the discrimination findings.

The Education Department's Office for Civil Rights said in February that Brooklyn's sports program was not in compliance with Title IX of the Education Amendments of 1972, which bars sex discrimination in programs that receive federal assistance.

Linda J. Carpenter, one of the two professors who filed a complaint that led to the civil-rights office's finding, said the cancellation of sports at Brooklyn was "a sad loss." She said that while some college officials might be relieved to rid the institution of the "Title IX burden," the college's budget woes were squarely behind the decision to drop athletics.

A controversial student center for Appalachian State University has been dropped from a list of construction projects that the University of North Carolina system hopes to finance through a bond referendum this fall.

Students and professors at Appalachian sponsored a bike tour and rally this month to protest the activities center, which they contend is purely a basketball arena, not a true student center. They object to the use of state funds for a sports facility at a time of fiscal constraint for academic programs (*The Chronicle*, May 27).

Even after the bike tour, the trustees at Appalachian State reaffirmed their support for the student center. Yet the same day, State Rep. David Diamont, the lawmaker who represents the region surrounding Appalachian State, withdrew his backing for the center.

Last week, a university system official announced that the Appalachian State center—as well as athletic facilities at East Carolina and North Carolina State Universities—had been withdrawn from the system's \$300-million wish list. He said political support for the projects seemed to have faded.

But an Appalachian official said last week that the center would be built. "It's not a question of if," he said, "it's a question of when."



Harry Edwards of Berkeley says the disparity between the number of black athletes and students "demoralizes" those in high school.



Gary A. Salles of Indiana U. defends big-time college sports as an avenue of "upward mobility" for young blacks.

Continued From Page A1

see it as their only chance, of course they take it," says Andrew Hacker, a political-science professor at City University of New York's Queens College, and author of *Two Nations: Black and White, Separate, Hostile, Unequal*, a best-selling book about race. "But the cynicism of colleges in capitalizing on this is a real blot."

Some sports officials, academics, and activists, however, say that sports programs should be cheered, not castigated, for their role in integrating colleges. They also say they do not object to the heavy representation of black athletes, as long as colleges are providing a meaningful education to the athletes they bring to campus.

Advocates of that view, citing evidence that black athletes on many campuses graduate at a higher rate than other black students, argue that sports are a realistic route out of poverty and to a successful life.

"I'm not against a university's recruiting black athletes," says Gary A. Salles, assistant professor of sport sociology at Indiana University. "My attitude is, you're bringing black bodies to campus, and it's better than not having blacks at all. But if you bring the kids on campus, you've got to get them graduating."

Data From an NCAA Form

The Chronicle compiled the information about race from a graduation-rates form that each Division I institution was required to submit to the National Collegiate Athletic Association in 1991.

Each college's form contains information about the racial composition of its full-time undergraduates and its scholarship athletes in the 1990-91 academic year.

At the average Division I college, 6 per cent of the full-time students were black, compared with 22 per cent of all scholar-

ship athletes, nearly 43 per cent of the football players, and 60 per cent of the basketball players. For colleges that play football at the NCAA's highest level, Division I-A, the percentage of black football players was higher—about 47 per cent.

Three key questions emerged from discussions with sports officials and experts on race:

What messages do the disparities send about the colleges?

What kind of atmosphere are the institutions creating on their campuses for students, black and white?

And does the fact that graduation rates for black athletes may be higher than those for other black students on many campuses justify the high rate of recruitment of black athletes?

'The Message Is Clear'

Arthur Ashe, the former professional tennis star who has advocated tougher academic standards for athletes, says that by recruiting black athletes and giving them scholarships in large numbers, colleges tell young blacks that their athletic skills are more valuable than their minds.

As a result, he says, black families are much more likely than white ones to push their kids onto the playing fields, too often at the expense of the classroom.

"I think if a sociologist wanted to study it, he or she would find a causality between the willingness of colleges to bring in athletes who are marginally qualified academically, and the willingness of black athletes to deemphasize the academic component in favor of sports," says Mr. Ashe. "The message is clear: The colleges are interested in us primarily as athletes."

Israel Tribble, Jr., president of the Florida Endowment Fund for Higher Education, which seeks to increase the number of blacks in higher education, also com-

plained that colleges seemed more willing to bend their standards for athletes than for non-athletes, who often are more likely than the athletes to take advantage of the educational opportunity.

"It is not hard to bring athletes to campuses if they're given a fair chance to succeed in the classroom as well as on the field," says Mr. Tribble. "But it's somewhat contradictory to have a different set of standards, depending on what part of the university you're going to be in."

Many college officials say colleges should not be criticized for having significant numbers of black athletes on their campuses, since the chance to play sports has given thousands of athletes access to an education that they might not otherwise have received.

Others say that while universities should be encouraged to recruit and provide scholarship money for black students who are not athletes, they shouldn't be blamed for using the resources available to them—in this case, athletic scholarships—to diversify.

'A Better Source of Diversity'

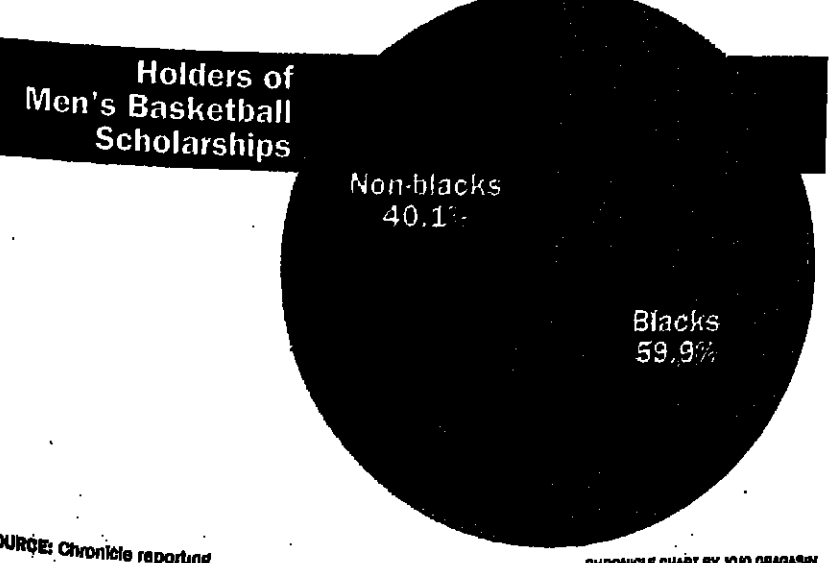
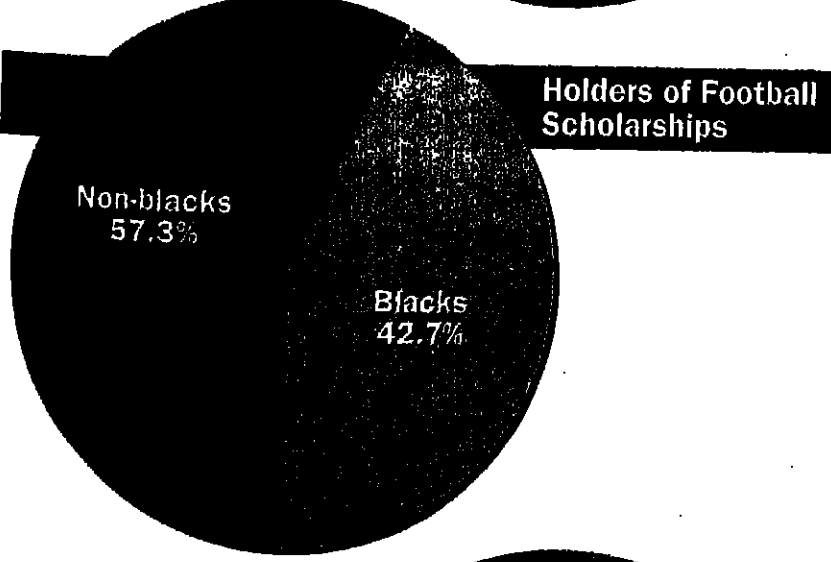
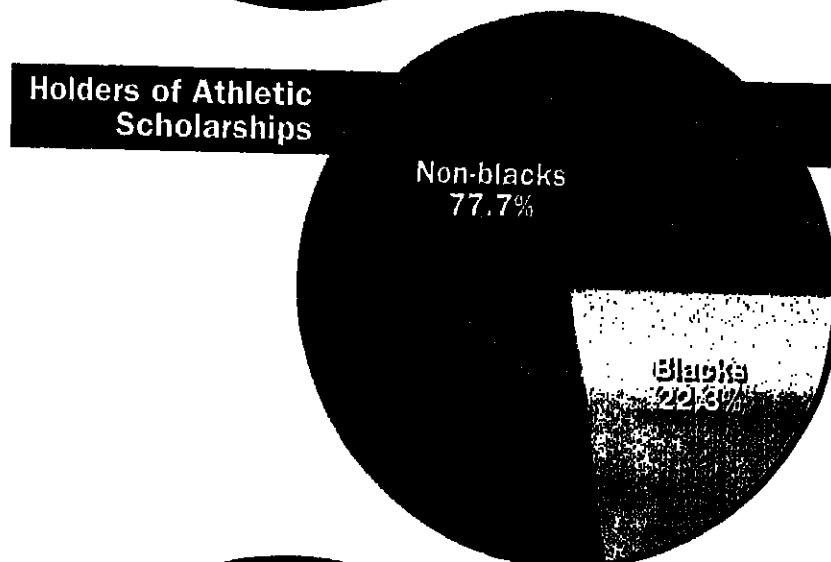
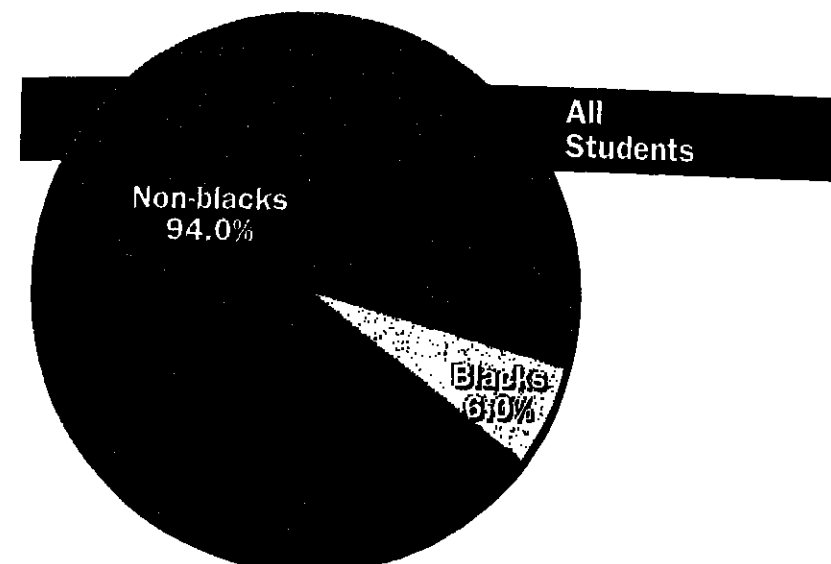
John C. Phillips, a sociology professor at the University of the Pacific who specializes in sports, says his institution has a program that gives full scholarships to local citizens who "don't have a history of college education in their family background."

"Obviously that's a better source of diversity, because they come in on the basis of their academic ability," he says. "Using athletics is an inefficient system of bringing minority students on campus. But realistically, if sports scholarships were dropped, I don't think the money would be used to bring other minority students on campus."

If you see a black male student on the

Continued on Page A31

FACT FILE: Black Athletes and Other Undergraduates at 245 Colleges in NCAA Division I



	Undergraduates		Scholarship athletes			
	Total	Per cent black	All	Football	Men's basketball	
American U.	6,150	4.9%	130	13.8%	14	64.3%
Appalachian St U.	9,785	4.6	283	33.2	85	47.1
Arizona St U.	23,840	2.4	294	29.3	95	44.2
Arkansas St U.	5,505	12.2	208	41.7	92	67.4
Auburn U.	10,926	4.2	224	37.5	77	62.3
Austin Peay St U.	3,438	16.9	148	41.2	64	62.5
Ball St U.	15,951	4.3	301	18.3	85	41.2
Baylor U.	9,880	3.2	234	31.6	92	48.9
Boise St U.	6,758	0.8	207	19.3	85	28.2
Boston C.	8,981	3.5	262	18.7	98	31.3
Boston U.	Declined to respond †					
Bowling Green St U.	16,565	3.8	350	14.9	95	28.4
Bradley U.	4,683	7.0	143	9.8	*	13
Brigham Young U.	Declined to respond †					
Brooklyn C.	12,000	21.2	43	88.1	*	14
Bucknell U.	3,178	2.3	279	7.2	98	10.2
Butler U.	Declined to respond †					
California St U. at Fresno	12,642	4.0	286	28.0	73	50.7
California St U. at Fullerton	13,835	2.7	242	22.3	73	48.6
California St U. at Long Beach	18,376	6.4	237	33.3	78	50.0
California St U. at Northridge	16,759	7.4	237	24.8	66	48.5
California St U. at Sacramento	15,205	5.0	278	10.8	66	24.2
Campbell U.	Declined to respond †					
Canisius C.	3,753	5.5	46	8.7	*	2
Centenary C. of Louisiana	746	4.8	118	7.7	*	14
Central Connecticut St U.	6,591	5.0	155	25.8	70	27.1
Central Michigan U.	14,122	2.6	290	20.3	96	30.2

* The institution does not play Division I football.

† Some of the colleges that declined to respond to *The Chronicle's* survey cited privacy reasons, while others said they would wait for the NCAA to release the information collectively.

SOURCE: Chronicle reporting

CHRONICLE CHART BY JOJO DRABASH

CONTINUED ON FOLLOWING PAGE

FACT FILE: Black Athletes and Other Undergraduates at 245 Colleges in NCAA Division I CONTINUED

	Undergraduates		Scholarship athletes			
	Total	Pct. black	All	Football	Men's basketball	
Charleston Southern U	1,352	22.6%	124	21.8%	*	12 91.7%
Chicago St U	2,935	91.6	96	89.8	*	12 91.7
The Citadel	1,963	6.6	192	24.5	81	14 28.6
Clemson U	12,280	7.2	290	32.8	83	14 78.6
Cleveland St U	7,049	9.8	167	17.4	*	15 80.0
Colgate U	2,680	5.5	294	10.9	82	11 27.3
C of the Holy Cross	2,736	4.0	128	17.2	64	14 28.6
C of William and Mary	5,097	6.8	264	20.8	72	15 40.0
Colorado St U	15,534	1.8	167	23.5	84	14 57.1
Creighton U	3,576	3.1	140	8.6	*	14 35.7
Davidson C	1,499	4.2	48	22.9	17	15 46.7
De Paul U	8,447	11.5	134	16.4	*	12 83.3
Drake U	3,669	3.6	157	13.4	*	15 73.3
Drexel U	6,547	7.3	151	6.6	*	11 45.6
Duke U	6,106	6.9	252	14.7	89	13 38.5
Duquesne U	7,153	2.1	134	13.4	*	14 71.4
East Carolina U	12,283	8.2	266	40.6	83	16 73.3
East Tennessee St U	7,540	3.4	29	27.6	13	1100.0 ¹
Eastern Illinois U	8,933	5.0	259	17.4	81	15 83.3
Eastern Kentucky U	8,183	6.5	188	37.2	78	16 82.5
Eastern Michigan U	12,493	8.5	273	24.5	87	15 60.0
Eastern Washington U	6,526	1.8	133	21.8	66	13 61.5
Fairfield U	2,828	1.4	52	17.3	*	11 63.6
Fairleigh Dickinson U	3,189	18.3	82	28.0	*	13 69.2
Florida International U	8,257	8.8	143	9.8	*	10 50.0
Florida St U	18,995	7.1	304	35.9	93	16 81.3
Fordham U	5,054	5.0	354	5.1	93	15 40.0
Furman U	2,489	3.5	193	19.2	78	13 46.2
George Mason U	9,467	6.1	125	28.8	*	13 69.2
Georgetown U	Declined to respond †					
George Washington U	5,787	4.9	142	12.7	*	13 61.5
Georgia Inst of Tech	9,270	7.5	230	38.6	95	13 46.2
Georgia Southern U	10,055	12.9	204	26.0	72	11 81.8
Georgia St U	6,446	14.1	121	17.4	*	11 81.8
Gonzaga U	2,280	0.7	88	3.4	*	14 21.4
Hofstra U	Declined to respond †					
Idaho St U	6,217	0.9	156	18.4	60	14 57.1
Illinois St U	17,916	6.2	290	22.1	69	12 75.0
Indiana St U	8,481	7.8	222	31.5	75	17 35.3
Indiana U	24,688	4.3	304	20.4	93	12 41.7
Iona C	4,231	12.2	114	17.5	*	12 83.3
Iowa St U	19,142	2.4	296	16.2	65	14 64.3
Jacksonville U	1,889	4.8	77	18.2	*	14 78.6
James Madison U	9,311	9.5	282	26.2	71	15 66.7
Kansas St U	15,027	2.8	215	29.3	64	22 50.0
Kent St U	19,636	5.6	333	15.3	90	15 40.0
La Salle U	3,242	4.3	191	7.9	*	16 56.3
Lafayette C	1,967	3.5	157	13.4	64	11 27.3
Lamar U	5,378	18.9	162	37.0	20	15 66.7
Lahigh U	4,508	2.1	202	11.9	87	11 27.3
Liberty U	4,616	6.2	248	21.8	76	18 48.7
Long Island U-Brooklyn Center	2,987	41.3	81	38.5	*	15 73.3
Louisiana St U	16,642	7.5	287	29.6	86	13 61.5
Louisiana Tech U	7,327	14.4	210	42.4	94	15 66.7
Loyola C (Md.)	3,247	2.2	105	7.6	*	14 35.7
Loyola Marymount U	3,715	4.9	64	15.6	*	14 42.9
Loyola U of Chicago	5,948	6.2	131	3.8	*	14 21.4
Manhattan C	2,832	3.2	103	19.4	*	13 61.5
Marist C	2,946	2.7	34	20.6	*	14 42.9
Marquette U	7,820	3.4	98	12.2	*	15 40.0
Marshall U	7,785	3.8	221	25.3	80	14 71.4
McNease St U	Declined to respond †					
Memphis St U	11,098	20.7	250	38.8	95	14 78.6
Mercer U	2,120	10.6	118	16.1	*	12 58.3
Miami U	13,592	2.4	360	12.8	91	14 35.7

	Undergraduates		Scholarship athletes			
	Total	Pct. black	All	Football	Men's basketball	
Michigan St U	31,118	7.6%	388	20.6%	103	18 50.0%
Middle Tennessee St U	11,233	10.1	145	51.0	60	14 92.9
Mississippi St U	10,378	13.5	198	41.9	88	13 76.9
Monmouth C	1,029	5.1	86	17.4	*	13 38.5
Montana St U	8,611	0.3	179	11.2	78	15 53.3
Morehead St U	4,459	3.9	152	22.4	61	15 40.0
Mount Saint Mary's C	1,326	5.0	79	21.5	*	15 33.3
Murray St U	5,998	4.2	177	28.8	72	14 71.4
New Mexico St U	9,177	1.5	202	21.8	74	14 78.6
Niagara U	2,106	4.2	100	7.0	*	12 50.0
Nicholls St U	4,218	10.1	216	25.9	72	17 88.8
North Carolina St U	15,488	10.3	275	28.2	84	10 60.0
Northeast Louisiana U	7,871	18.1	229	37.6	92	11 63.6
Northeastern Illinois U	4,028	13.2	85	9.4	*	11 45.6
Northeastern U	13,788	5.4	226	23.9	56	15 83.3
Northern Arizona U	11,046	1.4	344	15.7	107	20 40.0
Northern Illinois U	16,315	7.3	302	21.5	103	15 53.3
Northwestern St U of Louisiana	4,812	18.6	195	32.8	80	13 46.2
Northwestern U	Declined to respond †					
Ohio St U	34,349	5.4	328	22.0	90	13 61.5
Ohio U	14,015	4.2	325	16.3	92	15 46.7
Oklahoma St U	13,556	2.8	222	24.3	78	11 63.6
Old Dominion U	9,703	12.0	142	15.6	*	13 76.9
Oregon St U	12,394	1.2	215	23.3	79	15 40.0
Pennsylvania St U	Declined to respond †					
Pepperdine U	2,440	2.7	103	5.8	*	13 30.8
Providence C	3,797	2.0	178	7.8	*	10 90.0
Purdue U	26,742	3.8	310	27.4	90	14 50.0
Radford U	7,655	3.3	151	15.9	*	12 66.7
Rice U	2,792	5.9	274	26.3	106	18 56.7
Rider C	3,138	5.5	175	10.3	*	16 50.0
Robert Morris C	4,525	4.3	82	25.6	*	13 69.2
Rutgers U	21,440	9.5	302	21.9	69	12 83.3
Saint Bonaventure U	2,313	1.4	89	10.1	*	13 61.5
Saint Francis C (Pa.)	1,001	1.7	75	8.0	*	16 37.5
Saint Francis C (N.Y.)	Declined to respond †					
Saint John's U	Declined to respond †					
Saint Joseph's U	2,635	3.9	121	13.2	*	14 50.0
Saint Louis U	6,541	5.5	106	5.7	*	12 60.0
Saint Mary's C of California	1,975	3.6	160	12.5	*	11 54.5
Saint Peter's C	1,945	9.0	136	17.6	*	14 71.4
Sarnford U	Declined to respond †					
Sam Houston St U	11,188	11.3	190	31.1	80	13 69.2
San Diego St U	Declined to respond †					
San Jose St U	16,324	4.4	182	21.4	54	14 64.3
Santa Clara U	3,717	2.5	144	11.1	86	13 53.8
Seton Hall U	Declined to respond †					
Siena C	2,773	1.5	26	23.1	*	15 33.3
Southeastern Louisiana U	9,500	6.0	136	27.9	*	13 76.9
Southern Illinois U at Carbondale	17,780	10.3	287	19.9	89	13 61.5
Southern Methodist U	5,045	3.9	191	18.3	65	14 50.0
Southern Utah U	2,882	0.9	140	10.0	62	14 28.6
Southwest Missouri St U	14,365	2.1	313	24.3	86	16 62.6
Southwest Texas St U	14,686	5.4	215	33.0	86	14 50.0
Stanford U	6,549	8.3	241	18.7	92	15 26.7
St U of New York at Buffalo	14,041	6.3	82	14.6	*	14 76.6
Stephen F. Austin St U	10,099	4.6	205	29.3	81	13 61.5
State U	2,022	2.1	132	9.1	*	15 66.7
Syracuse U	12,896	6.3	319	27.0	82	7 42.9
Temple U	Declined to respond †					

* The institution does not play Division I football.

† Some of the colleges that declined to respond cited privacy reasons, while others said they would wait for the NCAA to release the information collectively.

‡ At East Tennessee State, only information about freshman athletes was provided.

§ Weber State, like many universities, does not require students to identify their race. As a result, some universities reported a large number of unidentified students, which explains why Weber State shows more black athletes than black students overall.

	Undergraduates		Scholarship athletes			
	Total	Pct. black	All	Football	Men's basketball	
Tennessee Tech U	6,039	3.7%	145	26.9%	69	12 58.3%
Texas A&M U	30,843	3.0	361	26.6	103	18 66.7
Texas Christian U	4,736	3.3	217	24.4	74	16 68.8
Texas Tech	18,345	3.0	223	26.9	83	14 64.3
Towson St U	9,821	7.8	220	17.3	85	13 76.9
Tulane U	5,581	6.3	173	35.8	87	14 64.3
U of Akron	13,541	7.3	236	25.4	78	13 61.5
U of Alabama	14,800	9.8	263	31.9	91	15 93.3
U of Alabama at Birmingham	1,731	28.7	109	17.4	*	14 71.4
U of Arizona	22,616	2.2	298	27.5	92	12 66.7
U of Arkansas at Fayetteville	10,203	5.6	245	30.2	81	15 80.0
U of Arkansas at Little Rock	5,450	10.7	107	15.0	*	15 60.0
U of California at Berkeley	21,590	6.9	290	23.1	85	15 53.3
U of California at Irvine	13,840	3.0	154	11.7	*	14 50.0
U of California at Los Angeles	23,594	6.7	322	26.4	86	12 83.3
U of California at Santa Barbara	15,975	3.2	147	8.8	*	13 53.8
U of Central Florida	10,847	3.5	218	20.2	80	13 61.5
U of Cincinnati	11,891	6.2	214	26.2	73	9 66.7
U of Colorado at Boulder	Declined to respond †					
U of Connecticut	14,167	3.7	207	18.8	88	11 63.6
U of Dayton	6,443	3.6	80	15.0	*	13 81.5
U of Delaware	13,945	4.4	135	25.9	82	13 69.2
U of Detroit	Declined to respond †					
U of Evansville	2,212	2.9	141	2.8	*	12 33.3
U of Florida	22,904	7.0	253	30.4	85	11 63.6
U of Georgia	19,633	5.9	303	32.3	93	15 73.3
U of Hartford	4,377	5.3	125	10.4	*	14 50.0
U of Hawaii	12,775	0.7	270	20.4	92	14 71.4
U of Houston	15,622	9.5	245	49.4	79	13 69.2
U of Idaho	6,427	1.0	152	20.4	71	11 74.4
U of Illinois at Chicago	13,781	10.6	187	10.7	*	14 85.7
U of Illinois at Urbana-Champaign	25,957	7.2	293	23.5	91	10 50.0
U of Iowa	16,270	2.7	351	14.8	91	14 50.0
U of Kansas	18,137	2.7	332	21.4	87	15 80.0
U of Kentucky	14,025	3.8	270	27.0	99	12 58.3
U of Louisville	10,439	11.5	330	24.5	97	13 76.9
U of Maine	7,406	0.6	178	14.0	65	14 42.9
U of Maryland Baltimore County	6,299	13.6	141	15.6	*	12 66.7
U of Maryland at College Park	21,288	11.2	328	23.8	93	11 72.7
U of Massachusetts at Amherst	17,189	2.4	245	9.8	67	13 61.5
U of Miami	7,851	6.9	193	40.9	90	13 69.2
U of Michigan	22,797	6.7	355	18.0	94	12 58.3
U of Minnesota Twin Cities	27,078	2.7	406	14.5	93	17 82.9
U of Mississippi	9,794	9.1	231	38.6	92	15 60.0
U of Missouri at Columbia	16,770	4.2	327	21.4	94	13 46.2
U of Missouri at Kansas City	3,925	6.7	88	18.2	*	13 61.5
U of Montana	6,517	0.5	164	10.4	76	10 53.3
U of Nebraska	16,716	2.2	332	22.3	87	13 53.

Blacks' Big Share of Scholarships Contrasts With Overall Enrollment

Continued From Page A30

campus of Boise State University, the chances are good that he's an athlete. Thirty-five of the 40 full-time black male students enrolled there in 1990-91 were athletes.

"People see me and immediately assume I'm on the track team,"

"It is not bad to bring athletes to campuses if they're given a fair chance to succeed in the classroom as well as on the athletic field."

says Ziddi Msangi, a senior fine-arts major at Boise State. "They ask, 'What sport do you play?'"

"My response is, 'I'm on the art team.'"

It's not only students who assume he is an athlete, Mr. Msangi says. "If you're black, faculty members assume you're an athlete, so ideas are presented to you as if you're stupid. Your academic potential isn't recognized."

Experts on race and others cite myriad problems that the abundance of black athletes and the relative dearth of other black students cause for both groups.

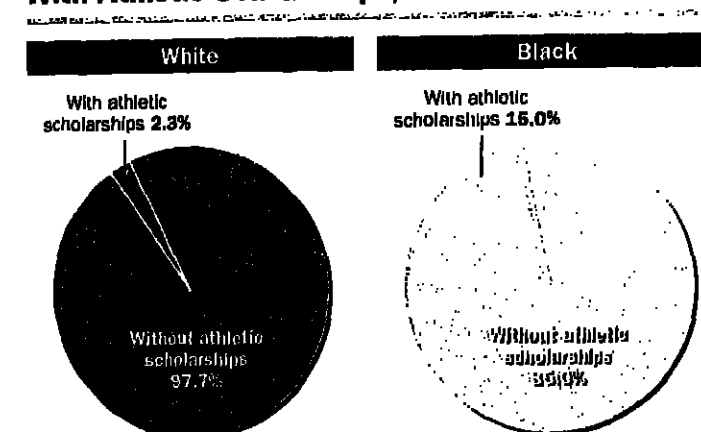
Richard Lapchick, director of Northeastern University's Center for the Study of Sport in Society, says his studies show that black athletes perform better academically and are actively engaged in extracurricular activities in high school, where they are likely to be surrounded by other blacks and have role models in the black teachers and administrators.

"In college all those things are reversed," says Mr. Lapchick, citing NCAA studies showing that many black athletes feel isolated and are more likely than whites to drop out, without a degree, after playing for four years.

"There is no support group in the community they can turn to for mentoring and leadership. They become a subculture, separated not only from whites but from other black students on campus," he says, noting that even black college coaches are in short supply as role models.

Many colleges have established

Proportion of Male Undergraduates With Athletic Scholarships, 1990-91



Note: Figures are based on 245 NCAA Division I institutions.
SOURCE: Chronicle reporting

CHRONICLE CHART BY HOLLY HORNBY

special tutoring and advising programs designed to support the black athletes they recruit. But many of those programs, while beneficial, "conspicuously move these people out of encounters with the black culture," says Ronald C. Althouse, chairman of the anthropology and sociology department at West Virginia University and co-author of a forthcoming book about racism in sports.

"While African-American students are taking a serious re-examination of African-American and Eurocentric concerns, in many respects the black athlete is disallowed or discouraged from that kind of examination," says Mr. Althouse.

While Mr. Edwards of Berkeley worries about the black athlete who is thrust into a hostile or unfriendly environment on a white campus, he is more concerned about black non-athletes.

'Integrity' of Process Eroded

He describes inner-city students who strive to take all of the few college-preparatory classes that their schools offer, "struggling to achieve some semblance of a creditable GPA, oftentimes under extremely difficult circumstances, like metal detectors and armed guards outside the schoolyard."

"He or she does all that," he

adds, "only to be told that he or she doesn't qualify for a college like Berkeley, while the athlete at that school who took none of the college-prep courses not only gets in but gets scholarship support."

"That erodes the integrity of the academic process, not just at the university but at the high school. It tells them they are not valued, that education is a farce, that the notion

"If athletic scholarships were dropped, I don't think the money would be used to bring other minority students on campus."

that struggling to get an education is the way to achieve is a lie."

Because black athletes are heavily represented, and black non-athletes underrepresented, on many campuses, Mr. Edwards says, colleges also may create a highly negative perception about blacks in the minds of white students, and even in other blacks.

"By not recruiting representative numbers of African-American students, while simultaneously increasing the number of African-American athletes who are almost uniformly less qualified than the black students who are turned down, the impression is created that blacks do better in athletics, because they are either disinclined or incompetent to perform academically," Mr. Edwards says.

Avenue of 'Upward Mobility'

As a high-school student, Mr. Sailes, the Indiana sociology professor, was recruited to overwhelmingly white Mankato State University on a tennis scholarship. He got his degree and embarked on a career in academe. Now, as founder of an advising group for black athletes, he defends big-time college sports as an avenue of "upward mobility" for young blacks.

"The graduation rate of black athletes is higher than for non-athletes," he says. "Sports give you the opportunity if you take advantage of it, and as long as colleges educate the kids they bring in, give them academic support and re-socialize them to realize that things besides sports are important, I have no problem with that."

Linda Greene, a law professor

and a member of the athletics board at the University of Wisconsin at Madison, agrees. "Athletics may for some be a vehicle of educational opportunity," she says. "I'm only troubled if they don't graduate, don't pursue a major as other students do, and if their life at the university is consumed by sports."

No solid numbers exist that compare the graduation rates of black athletes with those for other black students, although they will be available when the National Collegiate Athletic Association releases the results of its latest graduation rates survey late next month.

However, comparisons of graduation rates of black athletes and other students must take into account that athletes on full scholarship are not likely to face the heavy financial pressure confronting other black students, many of whom come from poor families. And now athletes don't get the intensive tutoring that athletes in most big-time sports programs receive.

Better Balance Sought

While sports officials and experts on race may disagree about colleges' past recruitment policies, they generally concur that colleges must better balance their pursuit of black athletes and non-athletes in the future.

Thomas K. Hearn, Jr., president of Wake Forest University and a member of the NCAA presidents' commission, says observers must acknowledge "how important athletics has been, not only in providing access but in providing role models, emblems of success, for African-Americans."

"College sports have played an enormously valuable role in bringing equal opportunity to a lot of people through athletics," says Mr. Hearn, who has been an outspoken advocate of tougher standards for athletes.

"But what we've got to do is move from this limited, tiny area of opportunity to expand opportunities to all kinds of young people, be doctors and lawyers and accountants."

Hard Work and Money

Wake Forest, Mr. Hearn says, striving to do that. "When I came here, the number of African-American students was tiny, and they were predominantly athletes. We all agreed that this was a very big thing, and that we were failing in this responsibility."

In 1990-91, according to the Chronicle's survey, 59 of the 111 black male students at the university were athletes. In that same year, about 7 per cent of Wake Forest's student body—and 29 per cent of its athletes—were black.

Next year, for the first time in history, says Mr. Hearn, 10 per cent of Wake's freshman class will be black.

Hard work and money are needed for colleges to achieve a better balance, says Mr. Tribble.

"My point is, if you can be aggressive and have this kind of result with athletes, achieving a retention rate greater than for the student body, why can't you take the same kind of risk generally for other students, and give them the same kind of financial aid, the support services, the caring and nurturing

Athletics

Judge Voids Nevada Law Limiting NCAA Inquiries

By DOUGLAS LEDERMAN

A federal judge has struck down a Nevada law that limits the National Collegiate Athletic Association's investigative powers, saying the measure restricts interstate commerce and violates the contract between the NCAA and its members.

Association officials hope the ruling will break the impasse that has hampered their inquiry into

charges of wrongdoing in the men's basketball program at the University of Nevada at Las Vegas. Besides overturning the law, the judge lifted a stay that had prevented the NCAA from proceeding with its inquiry.

Plan for an Appeal

But lawyers for the defendants in the lawsuit—former UNLV basketball coaches and sports officials—

plan to appeal the decision. They say they will seek a new restraining order from the U.S. Court of Appeals for the Ninth Circuit.

The ruling by Judge Howard McKibben voided a 1991 law that imposed due-process requirements on the NCAA's investigations of possible violations of its rules.

The law—prompted in part by the long-running legal battle between the NCAA and Jerry Tarkanian, the former Nevada-Las Vegas basketball coach—imposed conditions on NCAA investigations in the state. It required the NCAA to open its hearings to the public, allow accused coaches and colleges to confront their accusers, and provide those being investigated with copies of all documents in the case.

After the law's adoption, four UNLV sports officials who were subjects of the NCAA's investigation wrote the association to demand that it obey the Nevada law. NCAA officials, determining that they could not do so without ignoring their own procedures, which cannot be amended without a vote of its members, sued the four

the league's members to provide at least 40 per cent of their athletics opportunities to women by 1997. Big Ten athletics departments now provide 30 per cent of their athletics opportunities to women. The conference is the first to set specific gender requirements as a condition of membership.

"We often hurt ourselves because we are out in front and too strict," said Steven C. Reering, president of Purdue University and chairman of the league's presidents' council. "But we feel this is an issue to take a lead on, and we will also work to change things at the national level."

The presidents voted to propose that the National Collegiate Athletic Association place a cap on the number of participants in men's sports in Division I, particularly football. The proposal, the details of which are still to be worked out by the league, would be made at next year's NCAA convention.

While the NCAA limits the number of scholarships in each sport—in Division I-A football, it will be 92 this year—it imposes no limits on the number of players on a team. The average Division I-A football team had 117 players in 1990-91.

Iowa Sets Its Own Goal

The proposed cap would save money and help universities meet their gender goals, said Hunter R. Rawlings, III, president of the University of Iowa.

Iowa has set its own gender goal: In April the university approved a plan to assure that, within five years, its female students will participate in sports and receive athletic scholarships in proportion to their representation in the student body. Women make up 51 per cent of all students at Iowa today.

The Big Ten presidents also discussed, but did not vote on, placing a cap on men's teams at 10 per cent below the national average in all sports. According to Mr. Reering, that idea is unlikely to progress much further.

"Rather than piecemeal it out on the conference level, I think we're best advised to work with the NCAA on such issues," he said.

The presidents did not offer concrete proposals on how each institution ought to reach its 1997 goal. Mr. Reering and other presidents said league members were likely to add new women's teams, limit the size of men's teams, and reduce spending in the men's program in areas such as travel and recruiting.

Both moves were cheered by women's-rights advocates, who said the Big Ten had positioned itself as a leader in the struggle for sex equity in intercollegiate sports.

The action also drew concern from officials in men's athletics programs who fear that gender-equity goals and reduced squad sizes will squeeze already shrinking team budgets and make their teams less competitive.

At a meeting of the Big Ten Council of Presidents and Chancellors, the presidents unanimously ratified a plan that would require

sports officials and several state officials in federal court.

In overturning the Nevada law, Judge McKibben said that the statute violated the interstate commerce clause of the U.S. Constitution, and that its benefits to Nevadans were "outweighed by the general harm to the uniform enforcement of regulations by the NCAA and its member institutions throughout the country."

NCAA Officials Are Pleased

NCAA officials said they were pleased by the decision. They said they hoped it would weaken the basis for similar laws in the three other states that have adopted them, and discourage other states from instituting such laws.

The sponsor of the Nevada statute, State Rep. Jim McLaughrey, reflecting the opinions of other lawmakers, said Nevada did not plan to back down.

"The things we were asking for—open hearings, the right to confront accusers—are basic American rights, yet they are wiped out in an arbitrary manner by the Gestapo NCAA," said Representative McLaughrey, a Republican and minority floor leader.

In a related matter, a Nevada judge this month ordered UNLV to pay nearly \$196,000 in court costs accumulated by Mr. Tarkanian in his legal dispute with the university and the NCAA.

AN EVEN MORE USEFUL EDITION OF EVENTS IN ACADEME

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The judge also ruled that the law would give institutions in Nevada an unfair advantage over other members of the NCAA by restricting the association's ability to enforce its rules against them.

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International

Palestinian Students Return to Bir Zeit U. After 4 Years of 'Underground' Classes



By HERBERT M. WATZMAN
RAMALLAH, ISRAELI-OCCUPIED WEST BANK

The offices of fresh paint. New pictures of Abu Jihad, the slain military chief of the Palestine Liberation Organization, have been plastered all over the cafeteria. Librarians are dusting off books and updating catalogs. And students are re-adjusting to lecture halls and laboratories after years of "underground" classes in cramped apartments and rented rooms. Bir Zeit University is back.

At the end of April the university—the last Palestinian institution of higher education to remain closed by Israeli military order—was allowed to reopen its new campus, outside Ramallah.

Bir Zeit's two campuses, like those of the five other universities and 17 junior colleges in the West Bank and Gaza Strip, were shut down by the Israeli occupation authorities in January 1988, soon after the start of the Palestinian uprising known as the *Intifada*.

Like the other institutions, Bir Zeit eventually put together a system of off-campus programs that enabled it to offer classes and even graduate many of its students. But not having access to its administrative, laboratory, library, and other facilities limited both the extent and quality of its offerings.

Considered the Most Problematic

Two years ago Israel's Defense Minister, Moshe Arens, began allowing the Palestinian institutions of higher education to reopen, one by one. Bir Zeit, the most prominent and the one that Israeli authori-



The new campus (above) of Bir Zeit University, located near Ramallah, has been allowed to reopen, but the old campus in the village of Bir Zeit remains closed.

reopened campus. But it does house, in addition to the science and engineering colleges, the university library and administration building, the anchors of any campus, and the reopening of those facilities has lent a sense of normalcy to university operations.

Old Campus to Reopen October 1

Even so, Ms. Taylor and other officials maintain that the institution will not return to normal until it is allowed to operate on its campuses.

Israel's military government in the West Bank has announced that it will allow Ze'it's old campus to reopen October 1, unless the army decides that the university is promoting or allowing anti-Israeli agitation.

It was just such agitation—mostly student demonstrations, protests, and political activity—that prompted the military to close Bir Zeit and other West Bank institutions many times before, the *Intifada*, and to decide on a wholesale down of Palestinian higher education on the onset of the uprising.

Officials of the universities condemn the closures as an illegal form of collective punishment that "criminalized education." But the Israeli authorities insist that the campuses served as focal points for activity that threatened Israel's control of the occupied territories.

Just this month An-Najah University in the West Bank town of Nablus was

shut down for seven days by the Israeli authorities, who cited recent disturbances there. An-Najah had been closed for three and a half years before being allowed to reopen last September.

Students Are Older

A glance around the cafeteria here—the center of campus social life—shows the effects of the past four years. The typical student is older on the average than in 1987. Some who began their studies before the Palestinian uprising still have a year or two to go to complete their degrees.

"For the last four years I've had to alternate study with work, in order to meet expenses," says Nabil Dabboub, a 28-year-old, third-year biology major. He first enrolled at Bir Zeit in the fall of 1987, the last semester the campus was open, and continued taking courses through the off-campus programs that the university sponsored.

"During the years of closure we actually studied harder than we had on campus," he says. "But we had no access to the library and had to run around from one place to another to get books. The off-campus labs had only the most basic equipment. Now everyone is taking their studies very seriously. No one wants to miss a thing."

"Really, the thing we want most," he adds, "is just to act normal on campus."

Fewer Women Are Enrolled

Fatima Jaouni, a freshman in the school of engineering, says the most important change for her is the student life that is possible only on a campus. "Here we can hold activities and we see one another on campus," she says. "The studies are the same, more or less, except that now we have bigger classrooms and the labs and drafting equipment are right at hand."

Ms. Jaouni had no explanation for another noticeable change: There are fewer women at Bir Zeit now than before the *Intifada*. According to Ms. Taylor of the public-information office, the number of women enrolled is down by about 30 percent. In 1987, the male-female ratio was almost even. The reason for the change is not clear, says Ms. Taylor, but it might be that, because of the uprising, parents are hesitant to allow their daughters to leave home.

Since both the university's lack of facilities and the uncertainties of life during the

Intifada caused a sharp decline in the number of first-year students who enrolled over the past four years, university officials are expecting a huge number of applications for the academic year that begins in October.

Nabil Kassis, a faculty member who currently serves as assistant to the university's acting president, Gabriel Baramki, says the university has not yet decided how many it will admit.

"The total student population is unlikely to be larger than the 2,500 or so we enrolled before the *Intifada*," he explains. "Our facilities are limited, and we want to maintain our student-teacher ratio."

However, the institution is campaigning

"During the years of closure

we actually studied harder than we had on campus. But we had no access to the library and had to run around from one place to another to get books."

against the military government's attempt to reduce the number of students from the Gaza Strip who can enroll at Bir Zeit.

Mr. Kassis says he did not anticipate the need for special remedial work for the students who had studied in inadequate conditions during the closure.

"Standards suffered a bit, but the catching up has to be done by the students themselves," he says. "Our students are required to pass a comprehensive examination in order to receive their degrees, and we don't intend to make any concessions to lower standards."

Its Worst Financial Crisis

The university is now in the midst of what may be the worst financial crisis in its history. While Bir Zeit has never been willing to disclose information on its budget, its financial base has never been strong. It lacks both an endowment and a government to which it can appeal for support.

The *Intifada* itself dealt a blow to the university's bank accounts. The West Bank and Gaza Strip sank into a recession caused by frequent business shutdowns, by the increasing problems that residents

Continued on Following Page

To French Scholars, 'le Politiquement Correct' Is a Symptom of America's Social Breakdown

By PATRICIA BRETT

PARIS

"Political correctness" came to France this month, where it was subjected to two days of analysis and discussion by French and American academics and intellectuals.

Most of the French participants in the colloquium said the emergence of "le politiquement correct," as the controversial phenomenon is called here, was the result of an American inability to cope with the breakdown of society in the United States. They also appeared convinced that political correctness was the kind of phenomenon that could happen "only in America," as one put it, and would never surface in France—at least not in as virulent a form.

The seminar at the Sorbonne was organized by New York University's Center for French Civilization and *Les Éditions Autrement*, a Paris publisher. "This is such a hot issue in the U.S., we thought it would be interesting to see what the French view of it is," said Thomas Bishop, who heads the NYU center.

The consensus among the French at the seminar was that although the famous U.S. melting pot had never really worked, in the past those who had not quite melted had kept their mouths shut. But times have changed, and those who do not fit the "American model" are now desperately seeking an identity.

The resulting "Balkanization" of society can lead to disastrous consequences,

warned Françoise Gaillard, a professor of literature at the University of Paris. "The cure is worse than the disease," she argued, "because political correctness does not favor integration. Instead, it closes people off from each other and makes them less interested in others who are not like them."

Individuals or Communities?

For Daniele Sallenave, a writer and professor of literature at the University of Paris, the question raised by PC—the shorthand quickly adopted by speakers here—was simply this: "Do we want to protect the rights of individuals or those of communities? We cannot have both."

Denis Lacorne, a professor of history at the Institute of Political Studies in Paris, said he was resolutely pro-PC. "The debate over PC is based on fear," he said. "Parents are afraid that they will pay huge amounts of money and have their children get a poor education."

The PC debate has questioned "the canons" of education, but, he argued, educational standards are constantly changing. What is seen as "traditional" and a guarantee of "a quality education" today was deemed as "radical" and "unacceptable" in the past, he said. Conservatives don't like post-modernism, said Mr. Lacorne, because it questions the values they would like to perpetuate. "They take small bits

Continued on Following Page

U. of Zimbabwe Expels Its 10,000 Students After Weeks of Protests Over Tuition Increase

By STEVE ASKIN

The University of Zimbabwe has expelled 10,000 of its students following weeks of protests against a government-ordered tuition increase of 25 percent.

Students had demanded increased financial aid, but their demonstrations—both on the campus and in downtown Harare—also touched on broader questions involving alleged corruption and mismanagement in the government of Robert Mugabe, Zimbabwe's President.

In a telephone interview, the university's acting vice-chancellor, Gordon Chavanduka, said violence had forced the institution's governing council to take the extreme step of expelling the students.

"They have a right to demonstrate, and we supported them in that right," he said, "but when it became violent at the end, that we could not tolerate."

The University Council also indefinitely suspended the student government. Mr. Chavanduka said students would have to apply to be re-admitted.

The expulsions followed a demonstration last month during which some students smashed store windows and overturned cars in downtown Harare after marching to the Ministry of Education.

Up to that point, Mr. Chavanduka had defended the right of students to protest, according to human-rights activists in Harare. Earlier in May, after riot police had used tear gas against students demonstrating on the campus, the vice-chancellor ne-

gotiated an unprecedented agreement in which police gave *de facto* recognition to the right of students to peaceful protest.

After the agreement was reached, students—whose past protests almost invariably had been met with police violence—staged several peaceful demonstrations on and off the campus.

Attempt to Seal Off Ministry

The demonstrations turned violent May 28, as police intervened to block a student attempt to seal off the Ministry of Education building. Even then, according to an official of Zimbabwe's Catholic Justice and Peace Commission, the police seemed merely to "poke at" students with riot batons, eschewing the use of tear gas and the extreme violence that had characterized their past responses to student protests.

Following that clash, however, the police banned all off-campus demonstrations, and squads equipped with riot gear surrounded the campus. Students boycotted classes for several days to press their demand for an increase in financial aid to help them meet the higher costs of attending the university.

Higher Education Minister David Karimanzira announced that the government would ignore the students' demands. "No government worth its salt can tolerate such pressure," he said.

When the protests continued, the university announced the expulsion of all students.



Fatima Jaouni, a freshman engineering major: "Here we can hold activities and see one another. We have bigger classrooms and labs and drafting equipment."



Nabil Kassis, a physics professor who is now assistant to the president: "Standards suffered a bit, but the catching up has to be done by the students themselves."

Chile's Students Protest Aid Policies With Boycotts, Building Takeovers

By TIM FRASCA

SANTIAGO, CHILE Chile is seeing the first outbreak of student unrest since the end of military rule in 1990.

Students on at least 10 campuses have taken over buildings and staged class boycotts to protest financial-aid policies that they say are inadequate and unfair.

The traditionally militant students of the Metropolitan University of Educational Sciences here led the way with a takeover of the rector's offices and other campus facilities. Negotiations brought an end to the occupation after two weeks, but classes were still suspended last week.

A march on the Education Ministry led to the arrest of several protesters, including the president of the University of Chile's student federation, Arturo Barrios.

Protesters also occupied buildings at the Catholic University of Valparaíso, the University of Bío-Bío in Concepción, Frontier University in Temuco, and the University of Playa Ancha. Sympathy protests were held at the Chillán campus of the University of Bío-Bío and at Arturo Prat University in Iquique.

Seeking Radical Changes

Students are demanding radical changes in the system of loans and scholarships that they rely on to finance their education. Chilean students receive loans, based on

need, to cover a proportion of their fees, but their eligibility must be examined every year.

"With the appeal and re-appeal process, and the shortage of social workers, students end up spending half the year thrashing out their financial-aid situation," says Nina López, executive secretary of the University of Chile Student Federation.

In addition, financial-aid funds are notoriously short. In recent years, student aid has been paid out of revolving funds at each university, and they are replenished only by graduates' repayments. With the usual rates of delinquency, the funds shrink and must be supplemented by special authorizations.

In 1991, the government contributed to the loan pools at some universities. Alejandro Ormeño, the rector at the Metropolitan University, allocated additional funds from elsewhere in the institution's budget last year, but when he was unable to do so again this year, students protested.

Reaction at Teachers' Colleges

Teachers' colleges such as the Metropolitan University and Playa Ancha tend to react first to financial issues, since teachers in Chile are poorly paid. Students pursue their studies as their total indebtedness climbs to levels they feel they can never repay.

One participant in the takeover



Arturo Barrios, president of the University of Chile Student Federation, speaking at a campus rally. He was among those arrested in a march on the Education Ministry.

at the Metropolitan University, physics student Rodrigo Angulo, said he had paid about half his 292,000-peso annual fees—about \$840—out of his own funds, got a loan for another quarter of the total, and received a scholarship to cover the rest. His total debt after five years, when he will qualify for a teaching job, will be more than \$1,000, and his starting salary as a teacher will be less than \$200 a month.

Some students have said that the Metropolitan University needs an additional 521 million pesos, or about \$15-million, just to cover students' need-based loans this year. Government officials have reacted angrily to the protests. Educa-

tion Minister Ricardo Lagos said his door was "always open" to discuss problems, but that he would refuse to meet with student leaders who used force. Mr. Lagos was scheduled to meet with the Council of Rectors last week to discuss the unrest and try to involve the university officials in "a constructive process," a ministry official said.

The most likely outcome will be quicker attention to a series of proposals made by a special government-appointed committee in 1990. Among other things, that panel recommended that graduates be required to make loan payments only if they earned more than 80,000 pesos a month, or about \$228, and that such payments not exceed 5 per cent of their monthly salary. Those earning less would be excused from payment until their earnings reached that level.

'Don't-Pay Culture'

"There developed a certain 'don't-pay culture' during the last government, which lingers on," said José Joaquín Brunner, chairman of the committee.

Since the end of military rule in 1990, government support for higher education has risen some 30 per cent in real terms.

Mr. Ormeño, the Metropolitan University's rector, blamed

"Communists" for the disturbances on his campus.

Student leaders and observers, here, who acknowledge that leftists have led the agitation, quickly add that the grievances are real and receive broad sympathy.

'A Degree of Complicity'

Despite their public criticisms of the protests, the rectors are not entirely unhappy with the disturbances, according to some observers.

"I think there is a degree of complicity on their part, insofar as they know the troubles will shake loose more money for their campuses," said a government official who asked that he not be identified by name.

For that matter, the Education Ministry itself may have a similar view of the unrest, as it fights for more money from the powerful Finance Ministry.

"We're all affected by the increasing difficulty of paying college," said Ms. López of the Student Federation at the University of Chile.

"This university used to be a great opportunity for lower- and middle-class kids," she added. "Now you see that the student body is more and more composed of the well-to-do."

French See 'le Politiquement Correct' as Symptom of U.S. Decline

Continued From Preceding Page tasks for a veritable coup d'état," he said.

One problem many French have with the whole issue is, Where does being politically correct put you on the political spectrum—on the right or on the left? "Is this the latest idea of a tired-out left looking for a breath of fresh air, or is it a gadget of the right's to create a new 'Satan' now that Communism is dead?" Ms. Gaillard asked.

Political correctness "claims to emanate from the left," said Pascal Bruckner, a writer and lecturer in politics at the Institute of Political Studies. "But from what I read about it in the press, it sounds more like statements I hear from the extreme right in France."

According to Mr. Bruckner, PC tends to "imprison" people in behavior that is based on race or gender. He likened it to a type of "reactionary romanticism" that flour-

ished in Germany in the last century. "I fear that PC is the return to a kind of orthodoxy," he said, an attitude shared by many of the French participants. Said Ms. Salenave: "It's an attempt at moralization of the language."

'More Than a Warning'

Philippe Roger, director of research at the National Center for Scientific Research in Paris, agreed that PC was a quest for morals. But he expressed fears about efforts to enforce political correctness with devices such as speech codes: "You could have regulations dealing with the use of nuances or even intonation."

Ms. Gaillard said that the PC experience in the United States was being taken seriously in France. "It represents more than a warning," she said. "It's not PC itself that is a threat, but it shows us what results from a disastrous so-

cial policy and breakdown in democracy." Ms. Gaillard said the best way to avoid the mistakes of the resulting social ills of the United States was to practice what she called "universalism"—the integration of different cultures into the system through efficient social policies and education.

Mr. Bruckner said he was worried about PC's becoming a phenomenon in Europe, where culture "is tolerant and has always encouraged the discussion of different points of view." American culture, in contrast, is in bad health, he said. "In the U.S. there is a very strong ignorance," he said. "The universities are islands of education and culture in a sea of ignorance."

Said Mr. Roger: "The reason America is very important to Europe is because everybody knows they'll never read another book afterwards."

Name Droppings

AS MANY other institutions have done recently, Michigan State University looked to its emeritus ranks for an interim president after John DiBlaggio announced in May that he would be leaving to become president of Tufts University.

Gordon Guyer, professor emeritus of entomology who retired this spring as vice-president for governmental affairs, was named to the post by the university's Board of Trustees.

Mr. Guyer, on the faculty since 1954, earned all three of his degrees at Michigan State. (He also served as director of the state's Department of Natural Resources from 1986-88 during Gov. James Blanchard's administration.)

Rumors are circulating that members of the Board of Trustees have said they won't appoint a permanent president until after the November election. Reportedly, some Democrats on the board would like to appoint former Governor Blanchard to the post. Mr. Blanchard, a Democrat, is an alumnus of the university.

While denying any political motive, Gov. John Engler, the state's current Governor, a Republican, and also an alumnus of MSU, asked Dean Pridgeon, chairman of the board and a Republican, to drop his retirement plans and seek re-election in November.

An unusual number of academics are among the 33 new MacArthur Fellows announced this week (see complete list in this week's Scholarship section). The 19 fellows with university affiliations include two historians with special interests in the 19th-century American South: Barbara Fields, author of *Slavery and Freedom on the Middle Ground*, and Suzanne Lebsock, whose *Free Women of Petersburg* examines women's status in a Virginia city in the 19th century.

Other academic fellows include John Holland, a computer scientist at the University of Michigan who created the genetic algorithm, a general computational formula used in problem solving; Evelyn Fox Keller, a mathematical biologist who is professor of women's studies and rhetoric at the University of California at Berkeley; and Uri Treisman, now a professor of mathematics at the University of Texas at Austin, who this summer is conducting a National Science Foundation workshop at the University of California at Berkeley for disadvantaged high-school students.

Fellow Robert H. McCabe, president of Miami-Dade Community College, was cited for "establishing that community colleges can maintain . . . open access for all students without compromising academic excellence."

Yet another resignation at Yale University: Michael E. Levine, dean of the university's School of Organization and Management, is leaving to become executive vice-president for marketing at Northwest Airlines. Considerable dissension greeted President Benno C. Schmidt, Jr.'s, appointment of Mr. Levine to the deanship in October 1988, as students feared possible curricular changes. Mr. Levine did reorganize the school considerably. Mr. Levine, a former president and chief executive officer of New York Air, said his departure was in the works well before Mr. Schmidt's resignation.

When her husband, Ted Turner, delivered the commencement address at the Citadel, Jane Fonda stayed away because of protesters (Name Dropping, May 27). But she sat in the front row—and received an ovation—when he spoke at the University of Denver's commencement this month.

Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS

Charles J. Joiner
University of Alabama
at Birmingham



George J. Banziger, Jr.
College
of Mount St. Joseph



David Richardson
Salt Lake Community
College



Richard Guarasci
Hohari College



John P. Carrier
West Virginia Institute
of Technology



J. Thomas Isherwood
Northern Kentucky
University



Gabriel J. Basil
Schenectady County
Community College



Homer R. Pankey
Thomas College
(Ga.)

New college and university chief executives: American University of Paris, Glenn W. Ferguson; College of San Mateo, Peter J. Landsberger; Deep Springs College, Sherwin W. Howard; Harrisburg Area Community College, Mary L. Fifield; King College (Tenn.), Richard Stanislaw; Mankato State University, Richard R. Rush; Montgomery College (Tex.), William D. Law, Jr.; Schenectady County Community College, Gabriel J. Basil; Thomas College (Ga.), Homer R. Pankey; West Virginia Institute of Technology, John P. Carrier.

Other new chief executives: American Antiquarian Society, Ellen S. Dunlap; National Environmental Education and Training Foundation, Barbara Marsilius Link.

Appointments, Resignations

Roy Auerhahn, dean of undergraduate studies and associate vice-president at Illinois State U., to provost at Valparaiso U.

George J. Banziger, Jr., assistant provost and dean of continuing education at Marietta College, to academic dean at College of Mount St. Joseph.

Gabriel J. Basil, vice-president and dean of academic affairs at Schenectady County Community College, to president.

G. Kamble Bennett, associate dean of engineering at Texas A&M U., to director of the Texas Engineering Extension Service and associate deputy chancellor for engineering of Texas A&M U. System.

John Bethyon, former campus minister at North Carolina Wesleyan College, to campus minister at U. of North Florida.

George E. Biles, professor of manage-

ment at American U., to dean of the school of management at Robert Morris College.

John W. Boyer, professor of history at U. of Chicago, to dean of the college, effective in September.

D'Ann Campbell, associate professor of history at Indiana U., to dean of the college of arts and sciences at Austin Peay State U.

Michael A. Cospetto, dean of students at Harvey Mudd College, to dean of the college at Colgate U.

Continued on Following Page

Gazette

John P. Carr, vice-president and academic dean at Concord College (W. Va.), president of West Virginia Institute of Technology.

David B. Chang, professor of electrical and computer engineering at U. of Colorado, dean of the College of Engineering and Applied Sciences at Arizona State U.

Jerry L. Cohan, professor of psychology at U. of Rhode Island, also to associate dean of the college of arts and sciences.

Sherril N. Coe-Perkins, vice-president for student affairs at Chicago State U., to vice-president for student affairs at Marquette U.

Paul B. Cook, executive vice-president for administration and technology at Western Kentucky U., has announced his retirement, effective June 30.

David W. Elland, consultant in Portland, Ore., to director of development at U. of Portland.

Glenn W. Ferguson, former U. S. Ambassador to Kenya and former president of U. of Connecticut, to president of American U. of Paris.

Carole M. Ferraro, chairman of brain and vascular research at Cleveland Clinic Foundation, to professor of surgical research, professor of physiology and pharmacology, and director of the Center for Research on Hypertension at Wake Forest U.

Mary L. Field, vice-president for academic affairs at Mott Community College, to president of Harrisburg Area Community College.

Guadalupe G. Figueroa, director of community and school relations at Glendale Community College, to associate vice-chancellor for public information and community relations at Houston Community College System.

Kenneth H. Frazier, acting director of the General Library System at U. of Wisconsin at Madison, to director.

Loren Friesen, vice-president for advancement at Tabor College, also to chief executive officer of Tabor Foundation.

Peter Garcia, physician in California, to director of the health center at U. of Wisconsin at Milwaukee.

Michael Green, chair of music at Colorado College, to acting president.

Richard Guarnoni, associate dean for university programs and professor of government at St. Lawrence U., to dean of Hobart College of Hobart and William Smith Colleges.

Kathryn M. Hall, assistant director of affirmative action at Cleveland State U., to director of affirmative action and diversity at Cuyahoga Community College.

H. William Heller, dean of the college of education and allied professions at U. of North Carolina at Charlotte, to dean and executive officer of U. of South Florida at St. Petersburg.

Richard G. Hembarger, vice-president for finance and treasurer at Beaver College, to vice-president for business affairs and treasurer at Roanoke College.

Mary J. Hill, special assistant to the president at West Virginia U., to executive officer for social justice.

Lynn K. Hogan, director of corporation and foundation relations at U. of Washington, to vice-president for development at Whitman College.

Sherwin W. Howard, dean of the college of arts and humanities at Weber State U., to president of Deep Springs College.

J. Thomas Ingham, interim dean of the college of professional studies at Northern Kentucky U., to dean.

Charles L. Jolner, senior associate dean of the school of health-related professions at U. of Alabama at Birmingham, to dean.

Melvin W. Jones, former vice-president for business and fiscal affairs at Howard U., to vice-president for financial affairs at Marquette U.

Patrick M. Joyce, vice-president for university advancement at U. of Dayton, to vice-president for university relations at Duquesne U.

Brenda K. Kild, director of development services at Emory U., to vice-president for development at Ferrum College.

John Kuehlhans, dean of student life at Saint Mary-of-the-Woods College, to vice-president.

Ron Kuehl, former associate vice-president for development at Trinity Western U. (British Columbia), to vice-president for advancement at Tabor College.

Peter J. Landberger, dean of the business and computer systems division at De Anza College, to president of College of San Mateo.

William D. Law, Jr., former president of

Lincoln Land College, to president of Montgomery College (Tex.).

Michael E. Levine, dean of the School of Organization and Management at Yale U., has resigned.

Jacqueline Levy, theater director, to director of the university theater at College U.

Kofi Lomboy, associate professor of education at State U. of New York at Buffalo, to chairman of administrative and foundational services in the college of education at Louisiana State U.

Glenn L. Lyntess, director of undergraduate admissions at Wichita State U., to vice-president for enrollment management at Tabor College.

Michael T. Marand, associate dean of academic affairs in the college of arts and sciences at Bowling Green State U., to dean of arts and science at Northern Michigan U.

Donald J. Marsh, former professor and chairman of physiology and biophysics at U. of Southern California, to dean of medicine and biological sciences at Brown U.

Jon W. May, chair of visual arts at U. of Dayton, to chair of art at U. of Arizona.

Gordon E. Michaels, Jr., professor and chairman of religion at Oberlin College, to dean and warden and professor of humanities at the New College campus of U. of South Florida.

Harriet R. Pankley, professor and chairwoman of English at Mississippi College, to vice-president for academic affairs at Hardin-Simmons U.

Danny Parker, chairman of social sciences at Truett-McConnell College, to associate dean for instruction and assessment.

Ralph L. Pearson, vice-president for academic affairs and academic dean at Otterbein College, to vice-president for academic affairs at U. of St. Thomas.

Stephen S. Prokopoff, director of the art museum at U. of Illinois at Urbana-Champaign, to director of the museum of art at U. of Iowa.

James G. Ramsey, executive director

of the Office of Financial Management and Economic Analysis of State of Kentucky, to vice-president for administration and technology at Western Kentucky U.

Carmen O. Reagan, associate professor of marketing at Austin Peay State U., to dean of the college of business.

David Richardson, former provost and campus dean of the Moreno Valley campus of Riverside Community College District, to dean of the school of humanities and sciences at Salt Lake Community College.

Richard P. Rush, executive vice-president and professor of English literature at California State U. at San Marcos, to president of American Antiquarian Society, effective in October.

Richard E. Mandeville, president of New Hampshire Technical College at Manchester, to director of the Commission on Vocational, Technical, Career Institutions of New England Association of Schools and Colleges.

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IN THE ASSOCIATIONS

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23rd Annual Conference HIGHER EDUCATION AND THE LAW July 20-21, 1992

A conference designed to serve the needs of college and university presidents, deans, student affairs administrators, consulting attorneys, and other administrators concerned with the legal aspects of student, faculty, and administrative behavior.

Topics to be covered will include:

The United States Supreme Court and Higher Education:
Past, Present and Future
Sexual Harassment on Campus
Current Issues in Student Life and Academic Affairs
Liability Update: Campus Security, Date Rape, Alcohol
Issues, Hazing, Harassment, and AIDS
Thirty-four Years on the Piling Line: A Reflective Look at
Higher Education and the Law

Nationally known presenters include:

Robert D. Bickel, Professor of Law, Stetson University
College of Law
Henry G. Neal, Executive Secretary and Counsel, Board of
Regents, The University System of Georgia
Bryndis Roberts, Vice President for Legal Affairs, The
University of Georgia
Lawrence White, University Counsel, Georgetown
University
D. Parker Young, Professor of Higher Education, The
University of Georgia

Sponsored by the University of Georgia Institute of Higher
Education and the Center for Continuing Education.

The conference fee is \$140 per person (includes tuition,
refreshment breaks, Monday dinner, and conference
materials). For further information or to register contact
Margaret Caulfield, Georgia Center for Continuing Education
(404/542-1586) or D. Parker Young, Institute of Higher
Education, The University of Georgia, Athens, Georgia 30602
(404/542-0575).

2nd INTERNATIONAL CONFERENCE ON SEXUAL ASSAULT ON CAMPUS

OCTOBER 1-3, 1992
Orlando, Florida

PARTICIPATING ORGANIZATIONS:

American Council on Education • Nat'l Interfraternity Conference • The
Safe Schools Coalition, Inc. • American College Health Association •
American College Personnel Association • Nat'l Association of Women
Educators • Nat'l Organization for Victim Assistance • College Stores
Research and Educational Foundation: For Safety's Sake • Nat'l Association
of Student Personnel Administrators • American Association of Women in
Community and Junior Colleges • International Association of Campus Law
Enforcement Administrators • National Panhellenic Conference

Twin Towers Hotel and Conference Center
5780 Major Boulevard, Orlando, FL 32819

Conference Co-chairs
Barbara Sandler, Ph.D.,
Women's Policy Studies
Ann McEvoy, Ph.D.,
Wittenberg University
Speakers include:
Nancy Ziegenmeyer,
Mary Koss, Ph.D.,
Allen Adams, LL.B.
Barry Birkhofer, Ph.D.,
Marlene Young, Ph.D.,
Carol Bohner, Ph.D., LL.M.
Andrea Perrot, Ph.D.
Gail Abubakar
And 76 More Speakers

Call for details
1-800-537-4903

Coming Events

- 13-15: Peace studies.** "Conflict-Resolution Techniques and International Conflict: Dialogues on Current Cases," seminar, United States Institute of Peace, Mayflower Hotel, Washington, Contact: Wanda Vann Parker, 1550 M Street, N.W., Washington 20005-1708; (202) 492-3848, fax (202) 429-6063.
- 13-17: Cognition.** "Play and Cognitive Ability: The Cultural Context," workshop, Wheelock College and United States-Israel Binational Science Foundation, Boston. Contact: Play Workshop, Wheelock College, 200 the Riverway, Boston 02215; (617) 734-5200, ext. 139.
- 13-24: Drug abuse.** Summer institute for alcohol and other drug studies, State University of New York, Buffalo, N.Y. Contact: Rosemarie Goli, Institute for Alcoholism Services and Training, 113 Cary Hall, State University of New York, Buffalo, N.Y. 14214-3005.
- 13-24: Computers.** "Mathematical Across the Curriculum: Physics," workshop, Vanderbilt University, Nashville. Contact: "Mathematical" Workshops, Box 1577, Station B, Vanderbilt University, Nashville 37235; (615) 322-2951.
- 13-27: Computers.** "Supercomputing and Undergraduate Education: Workshop for Science, Engineering, and Mathematics Faculty From Primarily Undergraduate Institutions," National Science Foundation and University of California, San Diego. Contact: Kris Stewart, P.O. Box 85608, San Diego 92186. E-MAIL: STEWART@CS.DSUS.EDU.
- 13-31: Environmental studies.** "Water Resources and Environment: Education, Training, and Research," conference, Colorado State University, Fort Collins, Colo. Contact: Janet Lee Montera, Civil Engineering Department, Colorado State University, Fort Collins, Colo. 80523; (303) 491-7425, fax (303) 491-7727.
- 13-31: Teaching.** Workshops on teaching writing and thinking, Bard College, Annandale-on-Hudson, N.Y. Contact: Judi Smith, Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, N.Y. 12504; (914) 758-7484.
- 13-31: Mathematics.** "Mathematical 3.1," workshop, Interactive Mathematics Text Project, Towson State University, Towson, Md. Contact: John Morris, Department of Mathematics, Towson State University, Towson, Md. 21204; (410) 830-3595.
- 13-18: Mathematics.** "Mathematics for Windows," workshop, Interactive Mathematics Text Project, Los Angeles Pierce College, Woodland Hills, Cal. Contact: Tom McCutcheon, Department of Mathematics, Los Angeles
- Pierce College, 6201 Winnetka Avenue, Woodland Hills, Cal. 91371; (818) 347-0551, ext. 468.
- 13-18: Mathematics.** "Mathematics for Windows," workshop, Interactive Mathematics Text Project, Morehouse College, Atlanta. Contact: Henry Tate, Department of Mathematics, Morehouse College, Atlanta 30314; (404) 215-30314.
- 13-24: Drug abuse.** Summer institute for alcohol and other drug studies, State University of New York, Buffalo, N.Y. Contact: Rosemarie Goli, Institute for Alcoholism Services and Training, 113 Cary Hall, State University of New York, Buffalo, N.Y. 14214-3005.
- 13-27: Philosophy.** "Interpretation, Remembrance, and Community: After Hermeneutics," annual session, Collegium Phaenomenologicum, Perugia, Italy. Contact: Stephen H. Watson, Department of Philosophy, University of Notre Dame, Notre Dame, Ind. 46556; (219) 239-7334.
- 13-28: Student personnel.** "Student and Institutional Success: Winning Strategies for Challenging Times," national conference on student retention, Noel/Levitz Centers, Hyatt Regency Hotel, San Francisco. Contact: Therese Teasdale, Noel/Levitz Centers, 902 East Second Avenue, Coralville, Iowa 52241; (319) 337-4700 or (800) 728-4700.
- 13-24: Mathematics.** "Mathematical Across the Curriculum: Physics," workshop, Vanderbilt University, Nashville. Contact: "Mathematical" Workshops, Box 1577, Station B, Vanderbilt University, Nashville 37235; (615) 322-2951.
- 13-27: Computers.** "Supercomputing and Undergraduate Education: Workshop for Science, Engineering, and Mathematics Faculty From Primarily Undergraduate Institutions," National Science Foundation and University of California, San Diego. Contact: Kris Stewart, P.O. Box 85608, San Diego 92186. E-MAIL: STEWART@CS.DSUS.EDU.
- 13-31: Environmental studies.** "Water Resources and Environment: Education, Training, and Research," conference, Colorado State University, Fort Collins, Colo. Contact: Janet Lee Montera, Civil Engineering Department, Colorado State University, Fort Collins, Colo. 80523; (303) 491-7425, fax (303) 491-7727.
- 13-31: Teaching.** Workshops on teaching writing and thinking, Bard College, Annandale-on-Hudson, N.Y. Contact: Judi Smith, Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, N.Y. 12504; (914) 758-7484.
- 13-31: Mathematics.** "Mathematical 3.1," workshop, Interactive Mathematics Text Project, Towson State University, Towson, Md. Contact: John Morris, Department of Mathematics, Towson State University, Towson, Md. 21204; (410) 830-3595.
- 13-18: Mathematics.** "Mathematics for Windows," workshop, Interactive Mathematics Text Project, Los Angeles Pierce College, Woodland Hills, Cal. Contact: Tom McCutcheon, Department of Mathematics, Los Angeles

Deadlines

A symbol (*) marks items that have not appeared in previous issues of The Chronicle.

FELLOWSHIPS

August 31: American Indians. Applications from women of American Indian heritage for graduate fellowships. Contact: McKelvie Center for the History of the American Indian, Newbury Library, 60 West Walton Street, Chicago 60610.

August 31: Fulbrights. Applications for Fulbright awards for research and/or lecturing in countries other than in Australia or South Asia. Contact: Council for International Exchange of Scholars, 3007 Tulane Street, N.W., Box 505, Washington 20008-3009; (202) 686-7877.

GRANTS

July 31: Non-profit sector. Applications for grants for research on the non-profit sector. Contact: Elizabeth T. Bork, Director, Nonprofit Sector Research Fund, Aspen Institute, Suite 1070, 1333 New Hampshire Avenue, N.W., Washington 20036; (202) 736-5800.

July 31: Occupational safety and health. Applications for grants for education programs in occupational safety and health. Contact: (404) 332-4561 or Adrienne McCleod, Grants Management Specialist, Grants Management Branch, Procurement and Grants Office, Centers for Disease Control, Room 300, 255 East Paces Ferry Road, N.E., Atlanta 30305; (404) 642-6630. (For further information, see *Federal Register*, January 24, Pages 2, 914-5.)

July 31: Humanities. Applications for grants for travel to collections for research in the humanities. Contact: Kathleen Mitchell, Travel to Collections Program, Division of Fellowships and Seminars, National Endowment for the Humanities, Room 316-KM, 1100 Penn-

sylvania Avenue, N.W., Washington 20506; (202) 786-1463.

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July 17: Drug abuse. Applications for grants for drug-abuse education and prevention programs for students in higher education. Contact: Donald R. Fischer, Fund for Improvement of Postsecondary Education, Department of Education, 400 Maryland Avenue, S.W., Room 3100, Washington 20202-5175; (202) 708-5771. (For further information, see *Federal Register*, June 2, Page 23,262.)

INSTITUTES, WORKSHOPS

July 15: International issues. Applications for participation in the "Internationalization Forum," of the East-West Center, to be held in October in Honolulu. Contact: Larry Smith, director, Institute of Culture and Communication, East-West Center, 1777 East-West Road, Honolulu 96848; (808) 944-7607.

PAPERS

June 28: Telecommunications. Proposals on the theme "Harnessing Converging Telecommunications Technologies for Societal Applications" for possible presentations at the annual conference

- 19-21: Administration.** "Participatory Strategic Planning and Management: The Effective College and University Administrator," workshop, University of North Carolina, Greensboro, N.C. 27412; (919) 334-5388.
- July 3: Cognitive science.** Proposals for possible presentations at a colloquium on recent issues in cognitive-science literature, to be held in November in Dayton, Ohio. Contact: Paul Tibbets, Department of Philosophy, University of Dayton, Dayton, Ohio 45469-2260.
- July 3: Continuing education.** Proposals on the theme "Lifelong Learning: Improving Academic Quality During a Recession Era" for possible presentations at a conference, to be held in February 1993 in San Diego. Contact: Jim Innovation in the Community College, National University Research Institute, University of Texas at San Antonio, San Antonio, Texas 78249; (214) 521-7144.
- July 3: Corrections.** Proposals for possible presentation at an annual symposium on corrections, to be held in Dallas, Texas. Contact: Academic Chairpersons Conference, Kansas State University, 1615 Anderson Avenue, Manhattan, Kan. 66502-1604; (800) 255-2757 or (913) 532-5970, fax (913) 532-5637.
- July 20: Languages.** Proposals for possible presentations at the annual meeting of the Southwest Conference on Language Teaching, to be held in April in Tempe, Ariz. Contact: Joann K. Pompa, Mount Pointe High School, 4201 East Knox Road, Phoenix 85044; (602) 838-3210.
- July 22: Learning centers.** Manuscripts for possible publication in *Issues in College Learning Assistance Centers*. Contact: Elaine Caputo-Ferrari, Educational Collaboration Associates, Box 1820, Staten Island, N.Y. 10314; (718) 993-3333.
- July 30: History.** Abstracts of papers for possible presentation at the fall conference of the New England Historical Association, to be held in October in Providence, R.I. Contact: Peter Holman, Executive Secretary, New England Historical Association, 1111 North Main Street, Providence, R.I. 02903; (401) 853-0822.
- 19-24: Fund raising.** "The Fund Raising School: Principles, Techniques, and Machinery and other sponsor," Washington. Contact: Ken Knecht, 1111 Rice University, P.O. Box 180, Houston 77251; (713) 527-6000.
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- 19-24: International studies.** "Summer Institute for Intercultural Communication: Session II," Intercultural Communication Institute, Portland, Ore. Contact: 1111 Rice University, P.O. Box 180, Houston 77251; (713) 527-6000.
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CONFERENCES, CALLS FOR PAPERS

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Call for Proposals:
Proposals for presentations and papers are solicited for the 1993 ILA Convention, "Listening as Empowerment"

Memphis, Tennessee
Omni Hotel
March 4-8, 1993

Proposals should address the theme of the convention and include the following:

- Abstract (not to exceed 60 words) • Topic to be addressed
 - Proposed activities (lecture, demonstration, interactivity, etc.) • ILA Strand (Elementary/Secondary Education, Research, Consulting/Training, or Higher Education) • Presenter's, including a brief description of qualifications • Time needed (45 min., one hour, or one and one-half hours) • Listing of related previous presentations, if any
- Proposals should be typed and by August 15, 1993 sent to: Michael Gilbert, Department of Educational Leadership, Dept. CHE, University of Arkansas at Little Rock, 2801 South University Avenue, Little Rock, Arkansas 72204-1099. (501) 689-3897.

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